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ABSTRACT

This textbook for ESL contains ten lessons, plus a preface lesson to introduce the format. It is designed for use by Spanish-speaking high school students. All directions are given in both languages. Each lesson contains a statement of rationale and learning objectives, a pre-test, a list of sources of information to aid in learning the lesson (e.g., textbooks, teachers, students aides), numerous workbook and drill activities in grammar and the structure, a final evaluation test, and additional activities. The text is semi self-instructional and self-paced; teacher guidance and reinforcement are necessary. (DD)

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COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE

BY

CHARLES JACQUETTE

FL 004 772

COURSE TITLE: ENGLISH

ENGLISH AS A SECOND LANGUAGE

Objectives: Objetivos:

1. Given a set of nouns, the student will correctly place "a" or "an" before each one, both orally and in writing.
   Dado un serie de sistantivos, el estudiante pondra correctamente un "a" o "an" ante cada uno -- oralment y par escribirlos.
2. The student will correctly place the contractions "What's" and "it's" in questions and answers like "What's that?" and "It's a map." both orally and in writing.
   El estudiante pondra correctamente las contracciones "What's" y "it's" en preguntas y repuestas como "What's that?" u "It's a map." -- oralmente y por escritura.
3. You will form negative statements by using "not".
   Formara una declaracion negativa por usar la palabra "not".
4. You will form negetive answers to sentences like "Is this a notebook?. (No, it's not a notebook)
   Formara repuestas negativos para oraciones como "Is this a notebook?. ect.

5. You will make nouns plural both orally and in writing by adding either the "s" sound or the "z" sound.
   Cambiara sustantivos al plural per el añadir del sonido de "s" o "z" oralmente.
6. You will use "in" or "on" correctly as prepositions either orally or in writing.
   Usara "in" o "on" correctamente como preposiciones oralmente o por escritura.
7. You will use either "is" or "are" to agree with the subject whether orally or in writing.
   Usara cualquira, "is" o "are" para concordar con el subjeto, oralmente o por escritura.
8. You will use "Where's" or "where are" correctly to form questions either orally or in writing.
   Usara correctamente "Where's" o "where are" para formar preguntas oralmente o por escritura.

Objectives

Objetivos: Debe hacer cada uno oralmente y por la escritiva

1. You will form noun plurals by adding -es, both orally and in writing.
   Formara los plurales de los sustantivos por el añadir de -es.
2. You will use "these" and "those" in both questions and answers, orally and in writing.
   Usara "these" y "those" en preguntos y resquestas.

3. You will use "it's" and "they're" in answers to such questions as "What's this?" and "What are these?" Both orally and in writing.
   Usara "it's" y "they're" en respuestas para tales preguntas como "What's this?" y "What are these?"
4. You will use "there is " and "there are" in both questions and answers, both orally and in writing.
   Usara "there is" y "there are" en preguntas y las respuestas.
5. You will use "or" in questions suchas "Is this a pen or a pencil?"
   Usara "or" en preguntas como "Is this a pen or a pencil?"
6. You will say and write in English the approximately 25 additional vacabulary words and expressions listed in this lesson, when they are pronounced in Spanish.
   Dira y escribira las 25 (aproximadamente) palabras del vocabulario y expresiones escritas en esta leccion cuaddo esten pronunciados en español.

Objectives

1. You will identify and use English phrases and sentences which are useful or necessary in the classroom to get assignments, get instructions, hand in work and otherwise conduct yourself in the classroom.
   Identificara y usara frases inglesas y oraciones que son utiles o necesarias en las clase para comprender sus tareas, sus instrucciones y entregar su tarea y de otros modos conducirle a si mismo en las clase.

2. You will identify and use English phrases and sentences wh. are useful in conversing or getting along with friends or getting information around school.

Identificara y usara frases y oraciones inglesas las cuales son utiles para conversar o comportarse con amigos o agarar informacion por la escuela.

OBJECTIVES: THINGS TO LEARN

OBJETIVO: COSAS PARA APRENDER

After doing the activities in this lesson, you will be able to do the following:

Despues de hacer las actividades en esta leccion, podra hacer lo siguiente.

1. Form imperative sentences (commands)

   Formir oraciones imperativas mandatos.

2. Ask questions with "where" plus the -ing form of verbs.

   Hacer preguntas con "who" (quien) y la forma de "ing" de los verbos.

   A. Use the vocabulary in this lesson in English sentences.

      Usar el vocabulario en esta leccion en oraciones ingles.

OBJECTIVES: THINGS TO LEARN

OBJETIVOS: COSAS PARA APRENDER

After doing the activities in this package, you will be able to do the following;

1. Place adjectives in sentences as complements at the end and before nouns.

Poner adjectives en oraciones como complementos al final y delante de sustantivos.

2. Change expressions from singular to plural according to the adjectives used.

   Cambiar expressiones del singular al plural segun los adjectivos empleados.

3. Use irregular verbs forms in the third person, singular.

   Usar formas irregulares del verbo en la tercera persona del singular.

4. Form the negative simple present tense by using do plus not.

   Formar el negativo del tiempo sencillo y presente por usando "do" más "not".

5. Use frequency words with the simpler present tense.
   Usar palabras de frecuancia con el tiemp del presente sencillo.

6. Use "who" in the simple present by using is plus -ing.

7. Translate the new words from Spanish to English and use them in s sentences.

   Traduzca las palabras nuevas de español al ingles y use las en oraciones.

8. Read these sentences in the simple present tense or the present tense with -ing, as required.

   Lea estas oraciones en el tiempo del presente sencillo o el tiempo presente con -ing, sugen lo que esta requerida.

a. Mrs. Scott (go) to the store every day.

   Mrs. Scott (go) to the store now.

b. Betty (speak) English well.

   She (speak) English now.

c. The students usually (copy) these sentences.

   They (copy) the sentence now.

d. Mary (study) the lesson every day.

   She (study) the lesson now.

9. Translate the vocabulary.

   Traduzca el vocabulario.

TEST PRUEBA

1. Read these nouns with the definite article "a" or "an".
   Lea estos nombres con el articulo indefinido "a" o "an".
   (Typist: Type the list of nouns from the bottom of p. 41).

2. Read the singular and day the plural of each of the nouns from problem one. Take care with the pronunciation of the plural.
   Lea el singular y diga el plural de cada uno de los nombres del problem. 1 Tenga cuidado con la pronunciacion del plural.

3. Fill the spaces with one of these contractions: what's, where's, it's, there's, they're.
   Llene los espacios con una de estas contracciones: what's, where's, it's, there's, they're.

4. Arrange each group of words in the correct order. The questions mark indicates a question.
   Arregle cada grupo de plabras en orden correcto y lea la oracion. Un signo de interrogacion marca las preguntas.

1. this
   what's
   ?

2. exercise
   an
   it's

3. name
   what's
   your
   ?

4. Mrs. Lee
   my
   is
   name

5. an
   is
   eraser
   this
   ?

6. it's
an
no
apple
?

7. that
orange
is
an
?

8. orange
yes
an
it's

9. are
how
you
?

10. thank
well
very
you

11. first
the
this
is
lesson
?

12. fourth
no
the
lesson
it's

13. Chairs
the
are
where
?

14. floor
on
they're
the

15. ceiling
lights
on
are
the
the

16. it's
no
Sunday
not
Saturday
it's

17. no
envelopes
they're
notebooks
not
they're

18. the
where
sentences
are
?

19. there
week
a
days
in
are
seven
?

20. a
paper
there's
of
desk
piece
the
in
not

5. Answer each question negatively and add an affirmative sentence.

Conteste negativemente cada pregunta y anada una oracion afirmativa.

Ejemplo: Is this a door? No, it's not a door. It's a window.

1. Is this a telephone?
2. Is that a picture?
3. Is this Lesson One?
4. Are these pencils?
5. Are those apples?
6. Are these words?
7. Are those bananas?
8. Is this a piece of chalk?
9. Are those chairs?
10. Is today Sunday?
11. Is your name Lee?
12. Is the light in the corner?
13. Are the books on the floor?

6. Read each sentence, using "on" or "in" in the space.

Lea cada oracion, usando "on" o "in" en el espacio indicado.

Ejemplo: The Map is__the wall.
The Map is on the wall.

1. Betty is ____ The classroom.
2. Is Miss Lee___the room?
3. Is the map___the door?
4. The umbrella is___the corner.
5. What's___the desk?
6. The calendar is___the wall.
7. The exercises are___the book.
8. The alphabet is___page five.
9. The words are___the blackboard.
10. The sentences are___my notebook.
11. Are the keys___the floor?
12. No, the keys are___the desk.

7. Complete each question with "is there" or "are there." Then answer the question in the affirmative.

Complete cada pregunta con "is there" o "are there." Luego conteste la Pregunta en forma afirmativa.

Ejemplo: an orange on the table? Is there an orange on the table? Yes, there's an orange on the table.

1. _____many chairs in the classroom?
2. _____any windows in the room?
3. _____a table in the room?
4. _____any books on the table?
5. _____a calendar on the wall?
6. _____a piece of paper on the desk?
7. _____a piece of chalk on the desk?
8. _____many pages in the book?
9. _____a picture on page one?
10. _____any exercises on page two?

8. Complete each question with "is there." Then answer the question in the negative.

Complete cada pregunta con "is there." Luego conteste la pregunta enfforma negativa.

Ejemplo: _____a pencil on the desk? Is there a pencil on the desk? No, there's not a pencil on the desk.

1. _____a key in the door?
2. _____a class in the room?
3. _____a light in the corner?
4. _____a clock on the wall?
5. _____a picture on the blackboard?
6. _____a ruler on the floor?
7. _____a telephone on the table?
8. _____a book on the desk?
9. _____a map in the book?
10. _____an envelope in the desk?

9. Complete these questions; use a different subject in each one. Answer each question.

Complete estas preguntas, use un sujeto distinto en cada una. Conteste cada pregunta.

10. Without looking, repeat each sentence after your teacher.

Sin mirando, repita each sentence despues de su profesor.

1. How are you? Very well thank you.
2. Is this a door? No, it's not a door. It's a window.
3. Are those apples? No, they're not apples. They're oranges.
4. Where's the picture? It's on the wall.
5. What day is today? It's Wednesday.
6. Is today Tuesday? No, it's not Tuesday. It's Wednesday.
7. Is that a ceiling or a floor? It's a ceiling.
8. Are those notebooks or envelopes? They're envelopes.
9. Is there an exercise on page three?
   No, there's not an exercise on page three.
10. Is there a light in the classroom?
    Yes, there's a light in the classroom.
11. Are there any chairs in the room?
    Yes, there are many chairs in the room
    Where are they? They're on the floor.

11. Your teacher will ask the following question for you to answer without looking at this paper.

Su maestro hara las siguientes preguntas para que Ud. conteste sin mirando este papel.

1. What's your name?
2. How do you spell it?
3. How are you today?
4. Is today Sunday?
5. What day is it?
6. What's this?
7. How do you spell it?
8. Is this a pencil?
9. Is this an eraser?
10. What's that?
11. How do you spell it?
12. Is that a blackboard
13. Is that a calendar?
14. What are these?
15. What are those?
16. Are they pictures?
17. Are they envelopes?
18. Are they pieces of chalk?
19. Where's the clock?
20. Where's the telephone?
21. Where are the keys?
22. Where are the umbrellas?
23. Is this a desk or a table?
24. Is this a book or a notebook?
25. Are these pens or pencils?
26. Are these words or sentences?
27. Is there a class in the room?
28. Is there a map on the wall?
29. Are there seven days in a week?
30. What are the days of the week?

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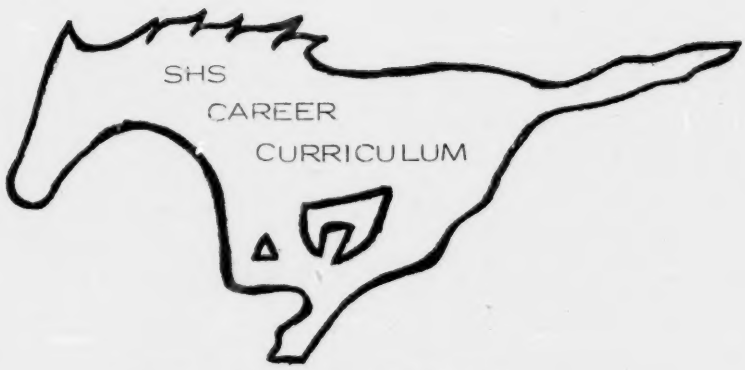

COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE
NUMBER ONE

BY

MR. JAQUETTE

Rationale

This lesson will teach you how to ask some useful English question and put together answers to questions others may ask you.

You will also begin to learn your English vocabulary.

Spanish translation of the above follows.

Explicación:

Esta lección va a enseñarle como se hacen algunas preguntas útiles y como se forman los respuestas para las preguntas que otras personas les podrían hacer.

También va a empezar a aprender ser vocabulario inglés.

Objectives:

1. Give a set of nouns, the student will correctly place "a" or "an" before each one, both orally and in writing.

2. The student will correctly place the contractions "what's" and "it's" in questions and answers like "What's that?" and "It's a map." both orally and in writing.

Objetivos:

Dado un serie de sustantivos, el estudiante pondrá correctamente un "a" o "an" ante cada uno -- oralmente y par escribirlos.

El estudiante pondrá correctamente las contracciones "What's" y "it's" en preguntas y respuestas como "What's that?" y "It's a map," -- oralmente y por escritura.

Pre-test Pre-examen

1. Use "a" or "an" before each of the following examples:
   Use "a" o "an" delante de cada uno de los ejemplos siguientes.

   a. _____book

   b. _____eraser

   c. _____pen

   d. _____pencil

   e. _____air lane

2. Use it's correctly to answer the following questions.
   Use "it's" correctamente para contestar las siguientes preguntas.

   What's that?

   What's this?

   Is that a door?

   Is that a chair?

   Is this a piece of paper?

   Is this a pencil?

3. Use the following correctly to ask questions.
   Use lo siguiente correctamente para hacer preguntas.

   a. What's this?

   b. What's that?

Sources of Information — Origenes de informacion

1. Book, Let's Learn English, Beginning Course, pp. 6-13.

   Libro, Aprendamos Ingles, Curso Para Princpiantes, pp. 6-13.

2. Let's Learn English Record Albums, WM 1-A and WM 1-B, lesson 1.

   Aprendamos Igles Dicos, WM 1-A and WM 1-b, Leccion 1.

3. Study exercises with this lesson.

   Ejercision de estudian con esta leccion.

4. Your teacher.

   Su maestro.

5. Student aides.

   Alumnos ayudantes.

6. The Spanish teacher.

   La meastra del Español.

Activities:

Activity 1

Read and study the vocabulary which follows. Afterwards, practice orally with the record or with the student aide.

a, an	un, una
apple	manzana
banana	plátono
book	libro
chair	silla
class	clase
desk	escritorio
door	puerta
eraser	borrador
exercise	ejercicio
first	primero
good	bueno
is	es (está)
it	(no se traduce como sujeto)
it's	es (está)
John	Juan
key	llave
Lee	(apellido)
lesson	lección
map	mapa

Actividades:

Actividad 1

Lea y estudie el vocabulario que sigue. Luego practique oralmente con el disco o con el alumno ayudante.

Miss	señorita
morning	la mañana
Mr.	señor
Mrs.	señora
my	mi
name	nombre
no	no
of	de
one	uno (un, una)
orange	naranja
pen	pluma
pencil	lápiz
picture	cuadro
piece	pedazo
room	cuarto
Scott	(apellido)
table	mesa
telephone	teléfono
that	eso (ese, aquel)
the	el la (los, las)
this	esto (este, esta)

umbrella	paraguas	window	ventana
what?	¿qué?	yes	sí
What's?	¿qué es...?	your	tu, su (de Vd.)

Activity 2

Actividad 2

Do the following exerciseses, I., II., III., IV.

Haga los ejercicios siguientes, I., II., III., IV.

I. The Indefinite Article (El artículo indefinido)

A. Repita esto ejemplos después del alumno ayudante.

a book	an eraser
a pen	an exercise
a desk	an umbrella

B. El artículo indefinido es a delante de un sonido consonante y an delante de un sonido vocal. El artículo indefinido indica una cosa cualquiera entre un grupo general.

C. Use a o an antes de cada palabra. Ejemplo:

__pen a pen

1.	___book	7.	___door
2.	___eraser	8.	___pencil
3.	___window	9.	___umbrella
4.	___exercise	10.	___chair
5.	___pen	11.	___picture
6.	___map	12.	___desk

II. Contractions (Contracciones)

A. Repita esto ejemplos después del ayudante.

What's = What is	It's = It is
What's this?	It's a book.
What's that?	It's a window.

B. What's e it's son contracciones de la forma verbal is. Se omite la letra i y en su lugar un apóstrofe. Por lo general, se emplean contracciones en la conversación.

C. Lea cada palabra de la sección I-C en una oración con it's.

Ejemplo: a pen It's a pen.

III. This and that (Esto y eso)

A. Repita estos ejemplos despues del ayudante.

What's this?	It's a pencil.
Is this a pencil?	Yes, it's a pencil.
What's that?	It's a map.
Is that a door?	No, it's map.

B. This y that son palabras demostrativas; señalan. Se toca un objeto que esté cerca y se dice What's this? Se señala un objeto distante y se dice What's that?

IV. Word Order (El orden de las palabras)

A. Repita estos ejemplos despues del ayudante.

Questions (preguntas)				Answers (respuestas)		
IW (C) →	V →	S →	C	S →	V →	C
What	's	this?		It	's	an eraser.
What	's	that?		It	's	a chair.
Is	this	a pen?		Yes, it	's	a pen.
Is	that	a door?		No, it	's	a window.

Nota: IW=Interrogative Word (palabra interrogative)
S=Subject (sujeto)
V=Verb (verbo)
C=Complement (complemento)

B. En una oración inglesa hay tres partes básicas: sujeto, verbo y complemento. Casi toda oración lleva sujeto y verbo; muchas veces también lleva complemento.

C. El orden de las palabras es muy importante en inglés. En una pregunta, el sujeto sigue al verbo. En una respuesta o declaración, el sujeto precede al verbo. Se usa yes o no, si es pertinente, al comienzo de las respuesta.

Activity 3 **Actividad 3**

Practice the following expressions with the record aloud, please, in the pauses.

Practique los siguientes expresiones con el disco en voz alta, por favor, en las pausas.

See following page for expressions.

Activity 4 **Actividad 4**

Practice these idioms and useful expressions with the student aide.

Practique estos modismos y expresiones útiles con el alumno ayudante.

Good morning	Buenos días.
What's your name?	¿Cómo se llama Ud.?
My name is	Me llamo ....
How do you spell it?	¿Como se deletrea?
a piece of chalk	un pedazo de tiza

The following material has been deleted: Lesson 1 Oral Practice

Activity 5 Actividad 5

Repeat each sentence after the student aide.

Repita cada oracion despues un alumno ayudante.

1. Good morning, class.
2. What's your name? My name is Mrs. Lee.
3. What's this? It's a book.
4. What's this? It's an eraser.
5. What's that? It's a window.
6. What's that? It's an umbrella.
7. Is this an exercise? Yes, it's an exercise.
8. Is this a pen? No, it's a pencil.
9. Is that a desk? No, it's a chair.
10. Is that a picture? Yes, it's a picture?
11. Is this a banana? No, it's an orange.
12. Is this a key? No, it's a piece of chalk.
13. Is that a telephone? Yes, it's a telephone.
14. Is that a room? Yes, it's a room.

Activity 6 Actividad 6

I. With the student aide. Con el alumno ayudante.

The aide touches an object or points to it and asks one of these questions?

El ayudante toca un objeto o lo señala y hace una de estas preguntas?

a. What's this? c. Is this a _____?
b. What's that? d. Is that a _____?

You are going to reply.

Usted va a responder.

II. With some other students. Con algunos otros estudiantes. Use the questions from I. and the vocabulary from this lesson. Use las preguntas de I. y el vocabulario de esta lección.

(1) A student touches or points to an object and asks a question; the other student answers.
Un almuno toca o señala un objeto y hace una prequnta; otro alumno contesta.

(2) The second student asks a question and the other student replies.
El segundo alumno hace una pregunta otro alumno responde.

Activity 7 Actividad 7

Report to your teacher and show him you can do these exercises.

Reporte a su maestro y muéstrele a el que Ud. puede hacer estos ejercicios.

Post Test Examen final

1. Put "a" or "an" before each of the following:
   Pon "a" o "an" ante de cada de lo siguiente:

   _____book

   _____apple

   _____chair

   _____exercise

   _____table

   _____arm

2. The teacher will touch or point to an object and ask the questions (1) What's this? (2) What's that? and you will answer with It's a _____.
   El maestro toca o señala un objeto y hace una pregunta (1) "What's this? (2) What's that y Ud. conteste It's a _____.

3. Write or say the English vocabulary words when your teacher says the word in Spanish.
   Escribe o diga el vocabulario Ingles cuando su maestro diga la palabra en Español.

Additional activities (optional for credit)

Actividades adicionales (para credito)

1. Learn 10 more vocabulary words for things around school and use them with the questions: "What's this?" or "What's that?"

   Apaenda 10 más palabras de cosas en la escuela y use ellas con preguntes como "What's this?" o "What's that?"

2. Help another student learn the exercises in this lesson.

   Ayude a otro estudiante aprender los ejercicios en esta lección.

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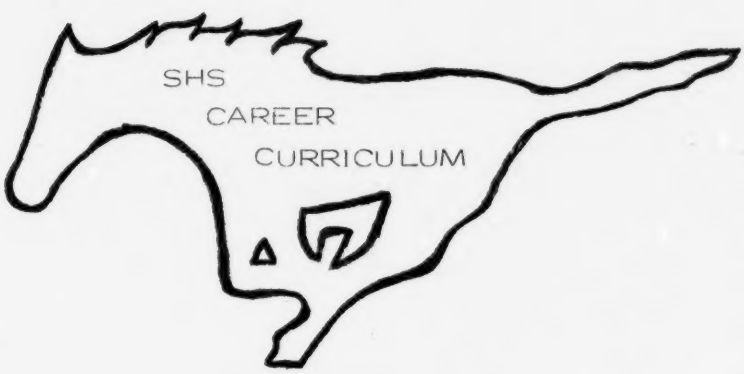


COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE
NUMBER TWO

BY

MR. JAQUETTE

Rationale

In this lesson you will continue with some of the basic vocabulary and sentence structure of English.

One very important part of this lesson is the difference between the words "in" and "on" in English.

Explicación

En esta lección va a continuar con el vocabulario y estructura de las oraciones de inglés.

Una parte muy importante de esta leccion es la diferencia entre las palabras "in" y "on" en inglés.

Objectives:

1. You will form negative statements by using "not".
   Formará una declaración negativa por usar la palabra "not".

2. You will form negative answers to sentences like "Is this a notebook?" (No, it's not a notebook.)
   Formard respuestos negativas para oraciones como "Is this a notebook?" etc.

3. You will make nouns plural both orally and in writing by adding either the "s" sound or the "z" sound.
   Cambiará sustantivos al plural per el añadir del sonido de "s" o "z" oralmente.

4. You will use "in" or "on" correctly as prepositions either orally or in writing.
   Usará "in" o "on" correctarmente como preposiciones oralmente o por escritura.

5. You will use either "is" or "are" to agree with the subject whether orally or in writing.
   Usará cualquira, "is" o "are" para concordar con el sujeto, oralmente o por escritura.

6. You will use "Where's" or "where are" correctly to form questions either orally or in writing.
   Usará correctamente "Where's" o "where are" para formar preguntas oralmente o por escritura.

Pre-test

1. Make the following sentences negative by adding "not".
   Cambie las oraciones siguientes al negativo por añadir not.
   a. It's a telephone.
   b. It's a piece of paper.

2. Answer each of the following sentences negatively.
   Conteste cada una de las oraciones siguientes negativamente.
   a. Is this a notebook?
   b. Is this a light?
   c. Is this a chair?

3. Say and write the plural form of each of the following nouns.
   Diga y escriba la forma plural de cada uno de los nombres siguientes.
   a. desk
   b. apple
   c. wall
   d. light
   e. map
   f. books

4. Use "on" or "in" the following sentences.
   Use "on" o "in" en las oraciones siguientes.
   a. The picture is ___ the wall.
   b. Mr. Lee is ___ the classroom?
   c. Is the telephone ___ the desk?
   d. John and Betty are ___ the room?

5. Change these sentences from singular (is) to plural (are).
   Gambie estas oraciones del singular (is) al plural (are).
   a. The picture is on the wall.
   b. The pen is on the desk.
   c. Is the light on the ceiling?
   d. Is the Umbrella in the corner?

6. Use either "where's" or "where are" to complete the following sentences
   Use "where's" o "where are" para completar las oraciones siguientes.
   a. _____ the light?
   b. _____ the notebooks?
   c. _____ the pen?
   d. _____ the pencils?

7. You will say and write in English the 40 vocubulary words and expressions in this lesson when they are given to you in Spanish.
   Ud. va a decir y escribir en inglés las 40 palabras del vocabulario y expresiones de esta lección cuando se le estén dados en español.

Sources of Information

Recursos de Informacion

1. Book, Let's Learn English, Beginning Course, pp. 14-26.
   Libro, Aprendamos Inglés, pp. 14-26.

2. Let's Learn English Records, lesson 2.
   Aprendamos Inglés Discos, lesson 2.

3. The study exercises in this lesson.
   Los ejercicios para estudiar en esta lección.

4. Your teacher.
   Su maestro.

5. Student aides.
   Alumnos Ayudantes.

6. The Spanish teacher.
   La Maestra de Español.

Activities

Actividades

Activity 1

Actividad 1

Read and study this vocabulary. Then practice orally with the record or the aide.

Lea y estudie este vocabulario. Entonces practique con el disco o con el ayudante.

afternoon	la tarde	light	luz
and	y	not	no
are	están (son)	notebook	cuaderno
Betty	Isabelita	on	en, sobre
blackboard	pizarra	page	página
ceiling	techo interior	paper	papel
classroom	sala de clase	ruler	regla
clock	reloj	second	segundo
corner	rincón	two	dos
envelope	el sobre	very	muy
evening	noche (primeras horas)	wall	pared
		well	bein
fine	bien	where?	¿dónde? (¿adónde?)
floor	piso	where's?	¿dónde está...?
how?	¿cómo?	you	tu, Vd., Vds.
in	en, dentro de		

Activity 2

Actividad 2

Do the following exercises: I., II., III., IV., V., VI.

Hagalos siguientes ejercicios: I., II., III., IV., V., VI.

I. Affirmative and Negative Sentence (Oraciones afirmativas y negativas)

B. La preposición on indica que algo toca una superficie. La preposición in indica que algo está dentro de ciertos límites.

C. Lea cada oración, usando on o in en el espacio indicado.

1. The picture is___the wall. The picture is on the wall.
2. Mr. Lee is___the classroom.
3. The bananas are ___ the table.
4. Are the rulers ___ the floor?
5. The exercise is ___ the notebook?
6. Is the telephone ___ the desk?
7. Are the apples ___ the table?
8. The pencil is ___ the envelope. (2)
9. John and Betty are ___ the room.
10. The lights are ___ the ceiling.
11. The keys are ___ the table.
12. Are the names ___ the blackboard?
13. Is the piece of chalk ___ the desk? (2)
14. Is the clock ___ the wall?
15. The umbrella is ___ the corner.
16. The chairs are ___ the floor.

V. The Verb be (El verbo ser o estar)

A. Repita estos ejemplos después del ayudante.

The pencil is on the desk.
The pencils are on the desk.

The map is on the wall.
The maps are on the wall.

B. Be es un verbo irregular, equivalente a ser o estar. En la tercera persona singular, se usa la forma is. Cuando el sujeto es plural, se usa la forma are.

C. Cambie estas oraciones del singular al plural. Sólo cambie el sujeto y el verbo. Al leer cada oración, tenga cuidado con la pronunicación de la forma plural del sujeto.

Ejemplo: The name is on the blackboard.
The names are on the blackboard.

1. The picture is on the wall.
2. The pen is on the desk.
3. Is the light on the ceiling?
4. Is the umbrella in the corner?
5. Is the apple on the table?
6. Is the telephone on the desk?
7. Is the envelope in the desk?
8. Is the ruler on the floor?
9. The notebook is on the table.
10. The chair is in the classroom.

A. Repita estos ejemplos después del ayudante.

Affirmative	Negative
It's a telephone.	It's not a telephone.
It's an orange.	It's not an orange.
It's a piece of paper.	It's not a piece of paper.

B. La palabra not sigue al verbo is y hace negativa la oración.

C. Conteste cada pregunta en forma negativa y añada una oración afirmativa.

Ejemplo: Is this a ruler? No, it's not a ruler.

It's a book.

1. Is this a notebook?
2. Is this a light?
3. Is that an envelope?
4. Is that a banana?
5. Is that a floor?
6. Is this a key?
7. Is this a chair?
8. Is that a piece of chalk?
9. Is that an umbrella?
10. Is this the first lesson?

II. The Plural of Nouns (El plural de los nombres)

A. Repita estos ejemplos después del ayudante.

book, books	light, lights	pen, pens
map, maps	chair, charis	pencil, pencils

B. El plural de los nombres se forma generalmente añadiendo s al singular de la palabra. La s se pronuncia (s) después de un sonido sordo y (z) después de un sonido sonoro.

C. Practique leyendo en voz alta:

1. desk, desks
2. clock, clocks
3. light, lights
4. map, maps
5. apple, apples
6. table, tables
7. wall, walls
8. door, doors
9. floor, floors
10. ruler, rulers
11. eraser, erasers
12. lesson, lessons
13. telphone, telephones
14. room, rooms
15. blackboard, blackboards
16. ceiling, ceilings
17. key, keys
18. umbrella, umbrellas
19. banana, bananas
20. window, windows

III. The Definite Article (El articulo definido)

A. Repita estos ejemplos después del ayudante.

the book, the books	the eraser, the erasers
the wall, the walls	the envelope, the envelopes
the door, the doors	the umbrella, the umbrellas

B. El artículo definido es the. Indica personas o cosas determinadas, en el singular o el plural. Delante de un sonido consonate se pronuncia, y delante de un sonido vocal se pronuncia.

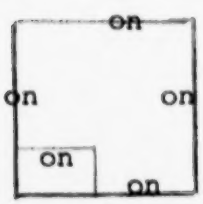
C. Lea estas palabras después del ayudante y luego solo.

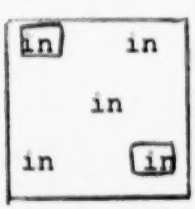
1. the pen, the pens
2. the apple, the apples
3. the room, the rooms
4. the map, the maps
5. the ruler, the rulers
6. the desk, the desks
7. the clock, the clocks
8. the key, the keys
9. the window, the windows
10. the banana, the bananas
11. the eraser, the erasers
12. the ceiling, the ceilings
13. the notebook, the notebooks
14. the telephone, the telephones
15. the umbrella, the umbrellas
16. the pencil, the pencils
17. the light, the lights
18. the door, the doors
19. the envelope, the envelopes
20. the lesson, the lessons

IV. Prepositions of Place: <u>on</u>, <u>in</u> (Preposiciones de lugar)

A. Repita estos ejemplos después del ayudante.

on the wall	in the room
on the desk	in the classroom
on the table	in the corner
on the floor	in the desk
on the ceiling	in the book
on the blackboard	in the notebook





11. The key is in the door.
12. The clock is on the wall.

VI. Word Order in Question (El orden de las palabras en preguntas)

A. Simple questions (Preguntas simples)

V → S → C

Is	the picture	on the wall?
Are	the pictures	on the wall?

B. Questions with interrogative words (Preguntas on palabras interrogativas)

IW (C) → V → S

What	's	this (that)?
Where	's	the picture?
Where	are	the pictures?

1. Una palabra interrogativa siempre precede al verbo. En los ejemplos anteriores, sirve como complemento del verbo.

2. Where is (Where's) se usa cuando el sujeto es singular. Where are se usa cuando el sujeto es plural.

Activity 3 — Actividad 3

Do this exercise orally, the examples follow.

Haga este ejercicio oralments. Los ejemplos siguen.

(See following page for exercises.)

Activity 4 — Actividad 4

Practice the following expressions aloud with the record.

Practique las expresiones siguientes en voz alta con el disco.

(See following page for exercises.)

The following material has been deleted: Lesson 2 Oral Practice

Activity 5

Actividad 5

Learn these idioms and useful expressions.

Aprenda estos modismos y expresiones útiles.

good afternoon	buenas tardes
good evening	buenas noches (saludo)
How are you?	¿Como está (n) Vd. (s).?
Fine, thank you.	Muy bien, gracias.
Very well, thank you.	Muy bien, gracias.
on page two	en la página dos
Where are the keys?	¿Dónde están las llaves?
a piece of paper	un pedazo de papel o una hoja de papel

Activity 6

Actividad 6

Repeat each sentence after the student aide.

Repita cada oracion despues del alumno ayudante.

A. Cierre el libro. Repita cada oración después del profesor.

1. Good morning, class. Good morning, Miss Lee.
2. Good afternoon, Betty. Good afternoon, Mr. Lee.
3. Good evening, John. Good evening, Mrs. Lee.
4. How are you? Fine, thank you. And you?
5. Very well, thank you.
6. Is this a notebook? Yes, it's a notebook.
7. Is this an envelope? Yes, it's an envelope.
8. Is that a blackboard? Yes, it's a blackboard.
9. Is this an orange? No, it's not an orange. It's an eraser.
10. Is that a light? No, it's not a light. It's a clock.
11. Is the paper on the desk? Yes, the paper is on the desk.
12. Are the pictures on the wall? Yes, the pictures are on the wall.
13. Are the chairs in the classroom? Yes, the chairs are in the classroom.
14. Where's the exercise? The exercise is on page two.
15. Where's the ruler? The ruler is in the desk.
16. Where are the apples? The apples are on the table.
17. Where are the lights? The lights are on the ceiling.

18. Is the telephone on the floor? No, the telephone is on the table.
19. Are the keys in the desk? Yes, the keys are in the desk.
20. Where's the clock? The clock is on the wall.

Activity 7 — Actividad 7

I. With the aide. Con el ayudante.

The aide will ask the following question which you answer. Answer the questions 1 through 8 in two ways, affirmative and negative.

El ayudante hará las siguientes preguntas para que Vd. conteste. Conteste las preguntas de la 8 de dos maneras, la afirmativa y la negativa.

1. Is this a classroom?
2. Is this an envelope?
3. Is this a floor?
4. Is this a blackboard?
5. Is that a ceiling?
6. Is that a clock?
7. Is that a wall?
8. Is that a light?
9. Is the chalk in the desk?
10. Is the light on the ceiling?
11. Is the exercise on page two?
12. Are the names on the blackboard?
13. Are the umbrellas in the corner?
14. Where's the map?
15. Where's the orange?
16. Where's the ruler?
17. Where are the chairs?
18. Where are the keys?
19. Where are the envelopes?
20. Where are the bananas?

II. With other students. Con otros estudiantes.

Use the sentences from Acitivty 6. (1) One student asks a question; the other student answers. (2) The second student asks a question and the other student responds.

Use las oraciones de la Actividad 6. (1) Un alumno hace una pregunta; otro alumno conteste. (2) El segundo alumno hace un pregunta y otro alumno responde.

Activity 8

Report to your teacher and show him that you can do these exercises and that you know the vocabulary.

Actividad 8

Reporte a su maestro y muéstrele a el que Vd. puede hacer estos ejercicios y que Vd. sabe el vocabulario.

Post Test

1. Answer the following questions negatively.

   Conteste las preguntas siguientes negatvamente.

   a. Is this a key?

   b. Is this a chair?

   c. Is this a piece of chalk?

   d. Is this the first lesson?

2. Say and write the plural forms for the following words?

   Diga y escriba las formas plurales de las palabras diguientes.

   table

   wall

   door

   coat

   hand

   arms

3. Use "in" or "on" in these sentences.

   Use "in" o "on" en estas oraciones.

   a. The chairs are ___ the floor.

   b. The umbrella is ___ the corner.

   c. Is the clock ___ the wall?

   d. The keys are ___ the table.

4. Change these sentences from singular to plural.

   Cambie estas oraciones del singular al plural.

   a. The clock is on the wall.

   b. The key is in the door.

   c. Is the ruler on the floor?

   d. Is the telephone one the desk?

5. Use either "where's" or "where are" in the following sentences:

   Use o "where's" o "where are" en las oraciones siguientes.

   a. _____ the apple?

   b. _____ the envelope?

   c. _____ the pencil?

   d. _____ the apples?

   e. _____ the notebook?

6. Say or write the vocabulary words in both lessons one and two when your teacher says the word in Spanish.

   Diga o escriba las palabras del vocabulario en lass lecciones uno y dos cuando su maestro diga las palabras en Español.

Additional Activities

1. Help another student with the exercises in this lesson.

2. Find a large picture advertisement in the magazine of your choice and name the objects in the picture.
   Put the name of these objects in the questions
   Where's the _____?
   Where are the _____?

Actividades adicionales

1. Ayude a otro estudiante con los ejercicios de esta leccion.

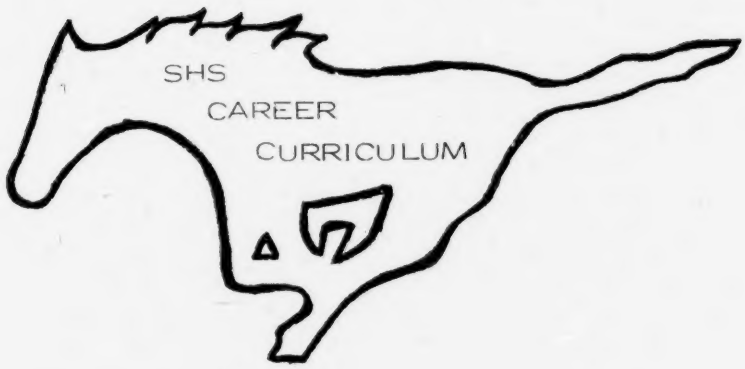
2. Escoja una foto grande de advertencia de cualquier revista y nombre los objetos de la foto.
   Ponga los nombres de estos objectos en las preguntas
   Where's the _____?
   Where are the _____?

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE
NUMBER THREE

BY

MR. JAQUETTE

Rationale

Now this is lesson three. You've already learned several dozen English words and sentence structures. No for some more.

This lesson will go into the important construction "there is" or "there are" and also the days of the week, which you will find very necessary in your English conversation.

Bueno, ahora tenemos la lección tres. Ya ha aprendido algunas docenas de palabras y estructuras inglesas. Buena ahora para más.

Esta lección trata de la construccion importante de "ther is" o "there are" y los dias de la semana, las cuales son, por supuesto muy necsarios en sus conversaciones inglesas.

Objectives

Objetivos: Debe hacer cada uno oralmente y por la escritiva

1. You will form noun plurals by adding -es, both orally and in writing.
   Formará los plurales de los sustantivos por el añadir de -es.

2. You will use "these" and "those" in both questions and answers, orally and in writing.
   Usará "these" y "those" en preguntos y respuestas.

3. You will use "it's" and "they're" in answers to such questions as "What's this?" and "What are these?" Both orally and in writing.
   Usará "it's" y "they're" en respuestas para tales preguntas como "What's this?" y "What are these?"

4. You will use "there is" and "there are" in both questions and answers, both orally and in writing.
   Usará "there is" y "there are" en preguntas y las respuestas.

5. You will use "or" in questions such as "Is this a pen or a pencil?"
   Usará "or" en preguntas como "Is this a pen or a pencil?"

6. You will say and write in English the approximately 25 additional vocabulary words and expressions listed in this lesson, when they are pronounced in Spanish.
   Dirá y escribira las 25 (aproximadamente) palabras del vocabulario y expresiones escritas en esta lección cuando estén pronunciados en español.

Pre-test

1. Change each sentence from singular to plural. Only change the subject and the verb.
   Cambie cada oración del singular al plural. Solo cambie el sujeto y el verbo.
   a. The exercise is in the book.
   b. Is the light on the ceiling?
   c. Is the apple on the table?
   d. Where's the orange?

2. Use "it's" or "they're" to answer the following questions.
   Use "it's" o "they're" para contestar las preguntas siguientes.
   What's this?
   What's that?
   What are these?
   What are those?

3. Answer each question. Use "it's" or "they're" in the answers according to the questions.
   Conteste cada pregunta. Use "it's" o "they're" en las respuestas, según las preguntas.
   a. Is this a telephone?
   b. Is this the first lesson?
   c. Are these exercises?
   d. Are these words?

4. Read each questions, using "isthere" or "are there" in the space indicated.

   Lea cada pregunta, usando "is there" o "are there" en el espacio indicado.

   a. _____ a class in the room today?

   b. _____ any windows in the room?

   c. _____ a light on the ceiling?

   d. _____ any books on the floor?

5. Combine the following into one sentence by using "or".

   Combine lo siguiente en una oración usando la plalbra "o".

   a. Is this a map?

      Is this a picture?

   b. Are these erasers?

      Are these rulers?

   c. Is that a clock?

      Is that a telephone?

Sources of Information

1. Let's Learn English, pp. 27-39.
   Aprendamos Inglés, pp. 27-39.

2. Let's Learn English Records, lesson 3.
   Aprendamos Inglés Discos, leccion 3.

3. Exercises in this lesson.
   Ejercicios de esta lección.

4. Your teacher.
   Su maestro.

5. Student aides.
   Alumnos ayudantes.

6. The Spanish teacher.
   La maestra de Español.

Activities

Actividades

Activity 1

Actividad 1

Learn the following vocabulary, idioms, and days of the week.

Aprenda el vocabulario siguiente, expresiones modismos, los días de la semana.

any	algunos	these	éstos (estos)
calendar	calendario	they	ellos, ellas
day	día	third	tercero
four	cuatro	those	ésos (esos)
many	muchos	three	tres
or	o	today	hoy
sentence	oración	week	semana
seven	siete	word	palabra
some	algunos		

Idioms and Useful Expressions (Modismos y expresiones útiles)

is there? are there? ¿hay?

there is (there's), there are hay

The Days of the Week

Sunday domingo

Monday lunes

Tuesday martes

Wednesday miércoles

Thursday jueves

Friday viernes

Saturday sábado

Activity 2 Actividad 2

Do the following exercises with the student aide.

Haga los ejercicios siguientes con el alumno ayudante.

I. The Plural Of Nouns (El plural de los nombres)

A. Repita estos ejemplos despues del ayerdante.

class, classes
sentence, sentences
piece of chalk, pieces of chalk
page, pages
orange, oranges
exercise, exercises

B. Los nombres que terminan en s en el singular forman el plural cuando se les añade es; los que terminan en ce, se o ge forman el plural cuando se les añade s. En ambos casos, la es final se pronuncia como sílaba separanda.

C. Cambie cada oración del singular al plural. Sólo cambie el sujeto y el verbo.

Ejemplo: The pen is on the desk. The pens are on the desk.

1. The exercise is in the book.
2. Is the light on the ceiling?
3. Is the apple on the table?
4. The picture is on the wall.
5. The page is in the book.
6. Where's the class?
7. Where's the sentence?
8. Where's the orange?
9. Where's the lesson?
10. Where's the piece of chalk?

II. These and those (Éstos y ésos)

A. Repita estos ejemplos despues del ayerdante.

What's this?	What are these?
What's that?	What are those?
Is this a key?	Are these keys?
Is that an eraser?	Are those erasers?

B. El plural de this es these. El plural de that es those.

III. The Subject Pronouns it and they (Pronombres sujetos)

A. Repita estos ejemplos después del ayudante.

What's this?	It's an apple.
What's that?	It's an orange.
What are these?	They're apples.
What are those?	They're oranges.

Is this (that) a pen?
No, it's not a pen. What is it? It's a pencil.
Are these (those) desks?
No, they're not desks. What are they? They're tables.

B. El pronombre sujeto it se una a menudo para referirse a this o that. El pronombre dujeto they se usa a menudo por these o those. They're es la contraccion de they are.

C. Los pronombres sujetos it y they también se emplean para referirse a un nombre ya mencionado.

Where's the clock? It's on the wall.
Where are the oranges? They're on the table.

There's a calendar in the room. Where is it?
There are two lights in the room. Where are they?

D. Conteste cada pregunta afirmativa y negativamente. Use it's (not) o they're (not) en las repuestas, segun corresponda.

Ejemplo: Is this a book? Yes, it's a book.
No, it's not a book.

1. Is this a telephone?
2. Is this the first lesson?
3. Is that an envelope?
4. Is that a piece of chalk?
5. Are these oranges?
6. Are these exercises?
7. Are these words?
8. Are those calendars?
9. Are those sentences?
10. Are those keys?

IV. <u>There is</u> and <u>there are</u> (Hay)

A. Repita estos ejemplos después del ayudante.

Is there a book on the desk?
Yes, there's a book on the desk.
Are there any chairs in the room?
Yes, there are many chairs in the room.

B. Las expresiones there is (there's) by there are indican existencia lo mismo que la palabra hay en español. No indican lugar.

1. There no significa nada en estas expresiones. Es una palabra introductiva en la posición del sujeto, en preguntas como en respuestas. El verdadero sujeto es el nombre que sigue.

2. Se usa is there o there is (there's) delante del nombre singular. Se usa are there o there are delante del nombre plural.

C. (1) Lea cada pregunta, usando is there o are there en el espacio indicado. (2) Luego conteste la pregunta en forma afirmativa.

Ejemplo: --a map on the wall? Is there a map on the wall?
Yes, there's a map on the wall.

1. ____ a class in the room today?
2. ____ any windows in the room?
3. ____ a light on the ceiling?
4. ____ a blackboard on the wall?
5. ____ any words on the blackboard?
6. ____ a clock on the wall?
7. ____ a calendar on the door?
8. ____ any books on the floor?
9. ____ an eraser on the desk?
10. ____ a piece of chalk on the desk?
11. ____ any pencils in the desk?
12. ____ any pictures in the third lesson?
13. ____ many exercises in the lesson?
14. ____ seven days in a week?

V. Question with <u>or</u>

A. Repita estos ejemplos después del ayudante. Observe la entonación que se usa en estas oraciones.

Is this a pen? Yes, it's a pen.

Is this a pen or a pencil? It's a pen.

Is that a table? No, it's a desk.

Is that a table or a desk? It's a desk.

Are these pens or pencils? They're pens.

Are those tables or desks? They're desks.

B. Lea cada pregunta y luego contestela. Siga la entonación como está indicada en el ejemplo.

Ejemplo: Is this an orange or an apple? It's an orange.

1. Is this a map or a picture?
2. Is that a clock or a telephone?
3. Are these erasers or rulers?
4. Are those doors or windows?
5. Is that a calendar or a notebook?
6. Are those oranges or bananas?
7. Is that a wall or a ceiling?
8. Are these chairs or desks?
9. Are those words or sentences?
10. Is this Thursday or Friday?
11. Is this lesson two or lesson three?
12. Are these pieces of chalk or pieces of paper?
13. Is the exercise on page three or page four?

VI. Questions with the Subject What

A. Repita estos ejemplos después del ayudante.

What's on the wall? There's a clock on the wall. There are two pictures on the wall.

What's in the desk? There's a ruler in the desk. There are some pencils in the desk.

B. En una pregunta que usa what como sujeto, el verbo es siempre singular. La respuesta puede ser singular o plural. La respuesta suele comenzar con there is (there's) o there are.

Activity 3 Actividad 3

Practice the following expressions aloud with the record.

Practique los expresiones siguientes en voz alta con el disco.

(See following page for expressions.)

The following material has been deleted: Lesson 3 Oral Practice

Activity 4 Actividad 4

Without looking at the sentences, repeat each on after the aid.

Sin mirar las oraciones, repita cada una después del ayudante.

1. What day is today? Today is Thursday.
2. Is today Friday? No, it's Thursday.
3. What are these? They're keys.
4. Are these oranges? No, they're apples.
5. Are these envelopes? No, they're not envelopes.
   What are they? They're notebooks.
6. What are those? They're pictures.
7. Are those lights? Yes, they're lights.
8. Are those rulers? No, they're not rulers.
   What are they? They're erasers.
9. Is today Sunday or Monday? It's Monday.
10. Is this a door or a window? It's a door.
11. Are these keys or pieces of chalk? They're pieces of chalk.
12. Is there an umbrella in the classroom?
    Yes, there's an umbrella in the classroom.
    Where is it? It's in the corner.
13. Are there any exercises in the book.
    Yes, there are many exercises in the book.
14. Is there a clock in the room?
    No, there's not a clock in the room.

Activity 5 Actividad 5

The aide will ask the following questions, which you will answer without looking at the sentences.

El ayudante hará las preguntas siguientes para que Vd. conteste sin mirar las oraciones.

Answer affirmatively. Conteste afirmativamente.

1. Is this the third lesson?
2. Is thie Lesson Three?
3. Is this a calendar?
4. Is that a sentence?
5. Is that an eraser?
6. Are these notebooks?
7. Are those pictures?
8. Are there any windows in the room?
9. Are there any chairs in the room?
10. Are there any words on the blackboard?

Answer negatively and combine with an affirmative sentence.

Conteste negativamente y añada una oración afrimativa.

11. Is today Wednesday?
12. Is this Lesson Four?
13. Is this the second lesson?
14. Are these keys?
15. Are those tables?
16. Are those lights?
17. Is there a book on the floor?
18. Is there a map on the wall?
19. Is there a piece of paper in the desk?
20. Is there an umbrella in the corner?

Activity 6 Actividad 6

With some other students, use the sentences from Activity 4 and (1) one student asks a question; the other student answers. (2) The second student asks a question and the other student replies.

Con algunos otros estudiantes, use las oraciones de la Actividad 4 y (1) un alumno hace una pregunta; otro alumno contests. (2) El segundo alumno hace una pregunta, y otro alumno responde.

Activity 7 Actividad 7

Report to your teacher and show him that you can do these exercises, and that you know the vocabulary and expressions.

Reporte a su maestro y muéstrele a el que Vd. puede hacer estos ejercicios y que Vd. comprende el vocabulario y expresiones.

Final Test

Examen Final

1. Change each sentence from singular to plural. Only change the subject and verb.

   Cambie cada oración del singular al plural. Solo cambie el sujeto y el verbo.

   a. Where's the piece of chalk?

   b. Where's the lesson?

   c. The page is in the book.

   d. The picuture is on the wall.

   e. Where's the class.

2. When your teacher touches or points to an object and asks the questions "What's this?" or "What are these?", answer the questions by using "it's" or "they're."

   Cuando su maestro toca un objeto o lo señala y hace las preguntas "What's this?" o "What are these?", conteste las preguntas por usar "it's" o "they're".

3. Read alound and write each question, using "is there" or "are there" in the space indicated.

   Lea en voz alta y escriba cada pregunta, usando "is there" o "are there" en el espacio indicado.

   a. _____ seven days in a week?

   b. _____ many exercises in the lesson?

   c. _____ any pictures in the third lesson?

   d. _____ any pencils in the desk?

   e. _____ a piece of chalk on the desk?

   f. _____ an eraser on the desk?

4. Combine the following into one sentence using "or".
Combire lo siguinte en una oracion, por usar "or".

a. Is the exercise on page three?

Is the exercise on page four?

b. Are these pieces of chalk?

Are these pieces of paper?

c. Is this lesson two?

Is this lesson three?

d. Is this Thursday?

Is this Friday?

5. Know the vocabulary and expressions from Lesson 1, 2, and 3. When your teacher says a word or phrase in Spanish, either write or say the word or phrase in English.

Sepa el vocabulario y las expreciones de las lecciones 1, 2, y 3. Cuando su maestro diga una palabra o una frace en Español, o escriba o diga la palabra o la frase en ingles.

Additional Activities (for credit)

Actividades Adicionales (para credito)

1. Help another student do the exercises in this lesson.
   Ayude a otro estudiante para hacer los ejercisios en esta leccion.

2. Find a large picture in a magazine of your choice. Learn the names of the objects in the picture. Then use these names in the following sentences.
   Eseoja una foto grande en una revista: Aprenda los nombres de cada uno de los objetos en la foto. Luego use estes nombres en las oraciones siguientes.

   What's this?

   What's that?

   What are these?

   What are those?

   There is a(n)_____

   There are _____

   Is there a(n)_____?

   Are there _____?

   Is this a(n)_____or a(n) _____?

   Are these _ _____or _____?

   It's a(n) _____

   It's a(n) _____

   They're _____

   They're_____

SAHUARITA HIGH SCHOOL

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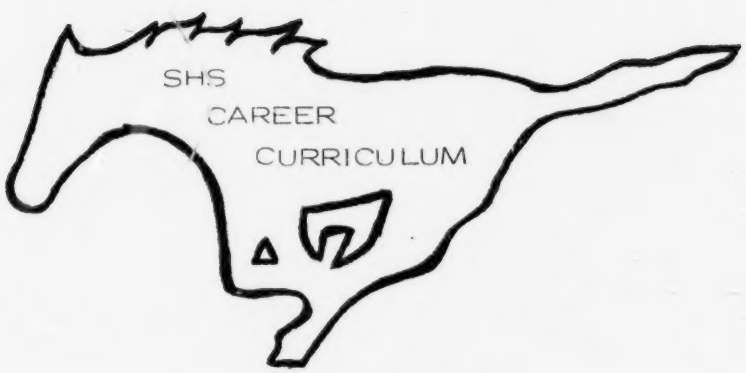

COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE
NUMBER FOUR

BY

MR. JAQUETTE

Rationale

Some of the first English words and phrases you will need to know are the ones used around school here.

This lesson will teach you some these handy phrases such as "What's the assignment?" and "May I go to the bathroom?" and "Will you be my boyfriend?"

Algunos de los palabras inglés as primeras que Vd. necesitará saben son las que se usan en las escuela aqui.

Esta lección le enseñará algunos de estas frases útiles como "¿Qué paginas tengo que leer?" o "¿Puedo in al baño?" o "Quiero que seas mi novia."

Objectives

1. You will identify and use English phrases and sentences which are useful or necessary in the classroom to get assignments, get instructions, hand in work and otherwise conduct yourself in the classroom.

   Identificará y usará frases inglesas y oraciones que son útiles o necesarias en las clase para comprender sus tareas, sus instrucciones y entregar su tarea y de otros modos conducirle a si mismo en las clase.

2. You will identify and use English phrases and sentences which are useful in conversing or getting along with friends or getting information around school.

   Identificará y usará frases y oraciones inglesas las cuales son útiles para conversar o comportarse con amigos o agarar información por la escuela.

Pre-test

1. Translate the following phrases into English.

a. ¿Qué debo estudiar?

b. ¿Qué página debo estudian?

c. ¿Qué tengo que hacer esta noche?

d. ¿Cómo lo debo hacer?

e. Expliquemelo otra vez por favor.

f. Dame una pluma, por favor.

g. No me gusta esto.

h. Necesito ayuda.

i. ¿Está bién el trabajo?

j. ¿Qué quiere decir esto?

k. No comprendo las palabras.

l. ¿Puedo ir al baño?

m. ¿Puedo ir a las clase de _____?

n. No tengo mi libro aquí.

Activities: Actividades:

Activity 1 Actividad 1

Learn the following phrases and sentences.

Aprenda las siguientes frases y oraciones.

In the classroom. En la sala de clase.

Explain it to me again, please.
Explíqueme lo otra vez, por favor.

How do I have to do it?
¿Cómo lo debo hacer?

What do I do now?
¿Qué voy hacer ahora?

What do I have to do tonight?
¿Qué tengo que hacer esta noche?

What pages do I have to read?
¿Qué páginas tengo que leer?

What page is the lesson on?
¿En qué páginas esta la leccion?

What should I study?
¿Qué debo estudian?

Give me words to spell.
Déme las palabras para deletrear.

Show me the punctuation, please.
Muéstreme la puntuación, por favor.

Where is the book?
¿Dónde esta el libro?

Where are the book?
¿Dónde están los libros?

That's all.
Es todo.

Am I doing it well?
¿Lo estoy haciendo bien?

I don't understand the words.
No comprendo las palabras.

What does this mean?
¿Qué quiere decir esto?

Is the work good?
¿Esta bién el trabajo?

I need help.
Necesito ayuda.

I don't like this.
No me gusta esto.

Give me a pen, please.
Dame una pluma por favor.

I don't have my book here.
No tengo mi libro aqui.

May I go to _____clase?
¿Puedo ir a las clase de _____?

May I go to the restroom?
¿Puedo ir al baño?

May I go to my locker?
¿Puedo ir a mi locker? (cajón)

What are we going to do today?
¿Que vamos hacer ahora?

Activity 2

With your friends.

What class should we go to?
¿Qué clase debemos ir?

What are we going to eat?
¿Que vamos a come.?

Sandwich.
Emparedado

Where do you live?
¿A dónde vives?

What is your telephone number?
¿Cuál es tu numéro de telépono?

What time is it?
¿Qué hora es?

Actividad 2

Con tus amigos.

What did he (she) say?
¿Qué dijo el (o ella)?

Where are we going?
¿A dónde vamos?

Do you have _____?
¿Tiene Vd. _____?

How old are you?
¿Cuántos años tienes?

Give me a pencil, please.
Dame un lápiz, por favor.

Loan me some paper, please.
Préstame papel, por favor.

I'm not coming to school tomorrow.
No voy a venir a la escuela mañana.

Loan me the pencil please.
Préstame el lápiz, por favor.

The room is on the other side.
El cuarto está al otro lado.

What is this called?
¿Cómo se llama esto?

What's the name of the street?
¿Cómo se llama esta calle?

I want you to be my boyfriend (girlfriend).
Quiero que seas mi novio (a).

Activity 3 — Actividad 3

Practice the expressions from Activity 1 with the language master cards.

Practique las expresiones de las Actividad 1 con las tarjetas de la máquina de lenguage.

Activity 4 Actividad 4

Learn the following phrases and expressions.

Aprenda los siguientes frases y expresiones.

I can't speak English very well.
No puedo hablar bien el ingles.

What are the requirements of the course?
¿Cuales son los requisitos del curso?

What do I have to do to pass?
¿Qué tengo que hacer para pasar?

To get a _____?
¿Para ayarar un _____?

What is my grade now?
¿Qué es mi calificacion ahora?

What is my grade on this?
¿Que es mi calificación para esto?

May I have some more work?
¿Puedo tener más trabajo?

I need a (some) _____.
Necesito un (unos) _____.

Do you have a (some) _____?
¿Tiene Ud. un (unos) _____?

I don't understand this.
No comprendo esto.

Would you speak more slowly, please?
Hable Ud. mas despacio por favor.

Is this OK?
¿Esta bueno esto?

Show me how.
Muestreme como.

May I have a different book?
¿Puedo tener un libro diferente?

May I have some different work?
¿Puedo tener trabajo diferente?

This is too difficult. (hard)
Este es muy trabajoso.

This is too easy.
Este es muy facil.

Please, repeat (what you said).
Repita, por favor lo que Ud. digo.

What did you say?
¿Qué dijo Ud.?

When should I finish this?
¿Cuándo debo terminar esto?

My address is _____.
Mi direccion es _____.

I forgot my _____.
Se me olvidé mi(s) _____.

I left my _____at home.
Dejé mi(s) _____en casa.

Activity 5 Actividad 5

Write down five phrases or sentences which you find you need at school during the day. Jot these down as you discover you need them during the day's activities or classes.

Escriba cinco frases o oraciones que se necesitan en la escuela durante el día. Apunte estas cuando o mientras descubre que las necesita durante las clases y actividades del día.

Activity 6 Actividad 6

Make language master cards for each of the phrases you wrote down in activity 5. Make sure your English pronunciation is correct. Check with your teacher.

Escriba tarjetas de la máquina de lenguaie para cada una de las frases que Ud. escribió en la actividad 5. Esté seguro que su pronunciación de ingles es correcto.

Activity 7

Practice all of these sentences with other students and with the student aide.

Actividad 7

Practique todos estas oraciones con otros estudiantes y con el alumno ayudante.

Post Test Examen Final

1. Translate the following phrases into English.

   Traduzca al ingles las frases siguientas.

   Expliqueme lo otra vez, por favor.

   ¿Qué voy hacer ahora?

   ¿En qué página esta la leccion?

   ¿Qué paginas tengo que leer?

   ¿No comprendo las palabras.

   ¿Qué quiere decir esto?

   Necesito ayuda.

   Dame un lápiz, por favor.

   Préstame papel, por favor.

2. Use the following sentences in simulated or real situations to get information.

   Use las oraciones siguientas en situaciones imaginadas o verdaderas para agarar informacion.

   I cant' speak English very well.

   What do I have to do to pass?

   What is my grade now?

   What is my grade on this?

   I need a (some) _____.

   Is this OK?

   This is too difficult.

   Please speak more slowly.

   May I go to the _____ class?

3. Be able to use any of the phrases or sentences from this lesson that your teacher picks out in real or simulated situations

Esté preparado para usar cualquieras de las frases o oraciones de esta lección que escoja su maestro en situaciones imaginarias o verdaderas.

Additional Activities (for credit)

Actividades Adicionales (para crédito)

1. List ten more phrases which you think are useful or necessary around school or with your friends.
   Apunte diez frases más que Ud. cree que son útiles o necesarias en las escuela o con sus amigos.

2. Serve as an aide for another student doing this lesson.
   Sirva como ayudnate para otro estudiante quien está haciendo esta lección.

3. Make a neatly constructed booklet containing useful phrases (both Spanish and English) which could be printed up and passed out to new students. You could illustrate and decorate the booklet to add interest.
   Construya un cuaderno bien arreglada que contiene frases útiles (in español e inglés) lo cual podría imprimidado y dado a unos estudiantes nuevos. Podría dibujar y decorar el cuaderno para añadir interés.

SAHUARITA HIGH SCHOOL

CAREER

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COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE - 6

MR. JAQUETTE

RATIONALE:

A very commonly used verb form, -ing, will be introduced ir this lesson.

Also another group of vocabulary words and expressions as well as terms which are necessario in telling time.

Se va a introducir en esta leccion una forma del verbo que es muy comun "-ing".

Tambien se van a presentar un grupo de palabras del vocabulario y modismos tanto como terminos que son necesarios para decir la hora.

OBJECTIVES:

After you have done the activities in this lesson, you will be able to do the following:

1. Form present tense verbs by adding "-ing" to the verb along with a form of be (is, are).

   Formar verbos del tiempo presente por aumentar "-ing" aluenbo con una forma de be (is, are).

2. You will be able to use the negative contractions "isn't" and "aren't" in questions and statements.

   Podná usar las contnacciones negativas "isn't" y "aren't" un las preguntas y las declaraciones.

3. You will be able to translate and use 35 new vocabulary words.

   Padná traducia and usar 35 palebras nuevas del vocalulanir.

4. You will be able to use the terminology related to telling time.

   Podná usar la terminolagíer relativa al tiempo.

PRE TEST

1. Fill each space with a form of the verb be. Use contractions when it is possible.

   Llene cada espacio con una forma del verbo auxiliar be. Use contracciones cuando sea posible.

   a. What _____ he doing now?

   b. He _____ reading a book.

   c. I _____ studying the lesson.

   d. _____ you writing a letter?

   e. _____ we learning English?

2. Complete each question with the -ing form of a verb and add a complement.

   Complete cada pregunta con la forma "-ing" de un verbo y añada un complemento.

   a. Are you _____?

   b. Is Mary _____?

   c. Is the teacher _____?

   d. Are you and I _____?

   e. Are the secretaries _____?

3. Answer each question negatively. Use one form of the contraction and then the other.

   Example: Is George a doctor?

   No, he's not a doctor.

   No, he isn't a doctor.

   Conteste cadd pregunta negativamente. Use una forma de la contracción y luego la otra.

   Ejemplo: Is George a doctor?

   No, he's not a doctor.

   No, he isn't a doctor.

a. Is this a chair?

b. Is that an umbrella?

c. Are these oranges?

d. Are those telephones?

e. Is the ruler on the desk?

f. Are the keys on the floor?

4. Translate the vocabulary words in this lesson from Spanish to English.

Traduzca el vocabulario de Espanol al ingles.

SOURCES OF INFORMATION ORIGENES DE INFORMACION

1. Aprendamos Ingles, 65-77
2. Aprendamos Ingles, 1 Records, Lesson 6.
3. Students aides.
4. Your teacher.
5. The Spanish Teacher.

ACTIVITIES:

Activity 1

Learn the following words and expressions and the idioms.

VOCABULARY

answer-contestar
copy-copiar
do-hacer
eat-comer
English-inglés
erase-borrar
explain-explicar
fifteen-quince
French-francés
thirty-treinta
twenty-veinte
twenty-five-veinticinco
homework-tarea
laugh-reír
learn-aprender
letter-carta
listen (to)-escuchar
minute-minuto
now-ahora
play-jugar
question-pregunta
vocabulary-vocabulario
walk-caminar
read-leer
repeat-repetir
run-correr
sing-cantar
sixth-sexto
sleep-dormir
study-estudiar
swim-nadar
talk-hablar
work-trabajar
write-escribir

IDIOMS AND USEFUL EXPRESSIONS

What time is it? ¿Qúe hora es?

It's nine o'clock. Son las nueve.

ten minutes after nine las nueve y diez

a quarter after nine las nueve y cuarto

It's half past nine. Son las nueve y media.

study English estudiar (el) inglés

CARDINAL NUMBERS

11 eleven	13 thirteen	15 fifteen	17 seventeen	19 nineteen
12 twelve	14 fourteen	16 sixteen	18 eighteen	20 twenty

ACTIVITY 2

Do the following exercises according to the instructions.

Haga los ejercicios siguientes según las instrucciones.

STRUCTURE

I. The Present Tense with ing (El tiempo presente en ing)

A. Repeat these examples after your aide. Notice the word order in the questions and the answers.

What **are** you **doing**? **I'm studying** the lesson now.

Is George **reading** now? Yes, he's **reading**.

Are the students **talking**? No, they'**re writing** the sentences.

IW (C)	AV be	S	PV(ing)	C
What	's	George	doing?	
What	are	the students	copying?	
	Is	Mary	erasing	the blackboard?
	Are	the students	listening to	the teacher?

S	AV be	PV(ing)	C
He	's	learning	English
They	're	copying	the words
Yes, she	's	erasing	the blackboard.
Yes, they	're	listening to	the teacher.

Nota: PV= Principal Verb (verbo principal)
AV= Auxiliary Verb (verbo auxiliar)

B. El presente en **ing** describe una acción que tiene lugar en en este momento. La palabra now (ahora) se usa a veces al final de la oración para dar mayor énfasis al tiempo de lad acción.

C. Para formar el presente en **ing**, se usa la forma debida del verbo **be** con el sujeto, y entonces se emplea la forma **ing** (gerundio) del verbo principal.

1. En este caso, **be** es un verbo auxiliar, verbo que ayuda. El verbo principal es el que expresa la accion importante de la oración, como **do, copy, erase, listen** y **learn**.

2. La forma **ing** es la forma sencilla del verbo principal más el sufijo **ing**. Si este verbo termina en **e**, se omite la **e** antes de añadir **ing**. Examples: **do, doing; study, studying; read, reading; write, writing; erase, erasing**.

D. (1) Llene cada espacio con una forma del verbo auxiliar be. Use contracciones cuando sea posible.

Example: You--explaining the lesson.
You're explaining the lesson.

1. What--he doing now?
2. He--reading a book.
3. I--studying the lesson.
4. --you writing a letter?
5. --we learning English?
6. I--copying the words.
7. What exercise--you doing now?
8. --she erasing the blackboard?
9. What--the teacher explaining?
10. --John writing the sentences?

(2) Complete cada pregunta con la forma **ing** de un verbo y añada un complemento. Conteste cada pregunta afirmativamente. Use pronombres sujetos y contracciones en las respuestas.

Example: Is John ---?
Is John **studying** the lesson now?
Yes, he's **studying** the lesson now.

1. Are you--?
2. Is Mary--?
3. Is the teacher--?
4. Are you and I--?
5. Are the secretaries--?
6. Are the men--?
7. Is Mrs. Clark--?
8. Are the students--?
9. Is Dr. Clark--?
10. Are Mary and Betty--?
11. Is the architect--?
12. Are the nurses--?
13. Is John--?
14. Are we--?
15. Are the lawyers--?
16. Are they--?
17. Are you--?
18. Is George--?
19. Are John and George--?
20. Is Mr. Brown--?

II. The Negative Contractions isn't and aren't

A. Repeat these forms and examples after your aide.

SINGULAR		PLURAL	
I'm not	----	we're not	we aren't
you're not	you aren't	you're not	you aren't
he's not	he isn't	they're not	they aren't
she's not	she isn't		
it's not	it isn't		

She's not writing now.
She isn't writing now.

They're not listening now.
They aren't listening now.

There's not a telephone in the room.
There isn't a telephone in the room.

B. En las negaciones hay dos contracciones del verbo **be**, excepto en la primera persona singular. Ambas formas se usan con frecuencia en la conversación.

C. Conteste cada pregunta negativamente. Use una forma contraccion y luego la otra, excepto en la primera persona singular.

Example: Is George a doctor? No, he's not a doctor.
No, he isn't a doctor.

1. Is this a chair?
2. Is that an umbrella?
3. Are these oranges?
4. Are those telephones?
5. Is the ruler on the desk?
6. Are the keys on the floor?
7. Is she a secretary?
8. Are they judges?
9. Is today Saturday?
10. Are you a librarian?
11. Is Mr. Brown a chemist?
12. Are the women at home?
13. Is there a map on the wall?
14. Is there a doctor in the class?
15. Is there a key in the door?
16. Are the men doing the homework?
17. Are you copying the question?
18. Is the lawyer reading now?
19. Is Betty studying now?
20. Are the actresses talking now?

III. Omission of the Definite Article (Omisión del artículo definido)

A. Repeat these examples after your aide.

1. We're studying English. Mary is learning French.
2. Mr. Scott is a lawyer. Miss Lee is a teacher.
   Mrs. Allen is a housewife. Dr. Clark is a dentist.

B. Se omite el articulo defindo (1) delante del nombre de de un idioma, (2) delante del nombre de una persona precedido de un titulo, como Mr., Mrs., Miss y Dr.

ACTIVITY #3

Do the following exercises orally. Use the records for help with pronunciation.

Haga el ejercicio siguiente oralmente. Use los discos para ayuda con la pronunciacion.

Lesson 6

ORAL PRACTICE

A. What time is it?

9:00

It's nine o'clock.

9:05

It's nine-five.

It's five minutes after nine.

9:10

It's nine ten.

It's ten minutes after nine.

9:15

It's nine-fifteen.

It's a quarter after nine.

9:20

It's nine-twenty.

It's twenty minutes after nine.

9:25

It's nine-twenty-five.

It's twenty-five minutes after nine.

ORAL PRACTICE: What Time Is It?

9:30

It's nine-thirty.

It's half past nine.

B. What are you doing now? I'm studying English.

What am I doing now? You're explaining the lesson.

What's he doing now? He's reading the exercise.

What's she doing now? She's learning the words.

What are we doing now? We're repeating the sentences.

What are you doing now? We're answering the questions.

What are they doing now? They're doing the homework.

C. What are you erasing? I'm erasing the blackboard now.

What's the teacher explaining? She's explaining Lesson Six.

What's the lawyer reading? He's reading a book now.

What's the secretary writing? She's writing a letter.

What are you learning? We're learning the vocabulary.

What lesson are we studying? We're studying the sixth lesson.

What are the students copying? They're copying the sentences.

D. Are you an architect?

No, I'm not an architect. I'm an actor.

Is he an engineer?

No, he isn't an engineer. He's an artist.

Is she a nurse?

No, she isn't a nurse. She's an actress.

Are you lawyers?

No, we aren't lawyers. We're chemists.

Are they policemen?

No, they aren't policemen. They're farmers.

E. Are you studying French?

No, I'm not studying French. I'm studying English.

Am I erasing the blackboard?

No, you aren't erasing the blackboard. You're writing.

Is George doing the homework?

No, he isn't doing the homework. He's reading a book.

Is Mary learning the vocabulary?

No, she isn't learning the vocabulary.

She's doing the exercise.

Are you copying the words?

No, we aren't copying the words. We're listening.

Are John and Betty talking?

No, they aren't talking. They're listening to the teacher.

ACTIVITY 4

Without looking, answer the following questions when the student aide asks them. Use subject pronouns and contractions.

Sin mirar, conteste las preguntas siguientas cuando el alumno ayudante las hace. Use pronombre de sujetos y contracciones.

1. Is it seven- twenty or seven thirty?

2. Is that man an artist or an architect?

3. Are we studying English or French?

4. What are you doing now?

5. What am I doing now?

6. What s George doing now?

7. What lesson are we studying?

8. What s the teacher explaining

9. What are the students repeating?

10. What are they copying now?

ACTIVITY 5

Without looking, answer in the negative and add an affirmative sentence.

Sin m ar, conteste negativamente y añada una oración affirmativa.

1. Is Mrs. Lee a librarian?

2. Are those men engineers?

3. Is it ten o clock now?

4. Is the lawyer reading now?

5. Is the secretary writing now?

6. Is the doctor eating now?

7. Are the nurses working now?

8. Are John and Betty talking now?

9. Is Mary sleeping now?

10. Are the students singing now?

11. Are they answering the questions?

12. Are you erasing the blackboard?

ACTIVITY 7

One student asks the question, "What time is it?" Another student answers. The second student repeats the questions, and another student answers.

Example: Student A: What time is it?

Student B: 10:00 It's ten o'clock.

Student B: What time is it?

Student C: It's ten-five. It's five minutes after ten.

Un alumno hace esta pregunta: "What time is it?" Otro alumno contesta. El segundo alumno repite la pregunta, y otro alumno responde.

Ejemplo: Alumno A: What time is it?

Alumno B: 10:00 It's ten o'clock.

Alumno B: What time is it?

Alumno C: 10:05. It's ten-five. It's five minutes after ten.

Use the following times for this activity.

Use los tiempos siguientes para esta actividad.

1. 1:00	6. 2:05	11. 12:07	16. 8:00
2. 3:00	7. 4:10	12. 3:15	17. 11:20
3. 5:00	8. 6:15	13. 5:30	18. 6:05
4. 7:00	9. 8:20	14. 7:25	19. 3:08
5. 11:00	10. 10:30	15. 9:10	20. 10:11

ACTIVITY 7

A. Say the cardinal numbers from 1 to 20 and then from 20 to 1. Diga los números cardinales del 1 al 20, y luego del 20 al 1.

B. Read rapidly these mixed numbers.

Lea rápidamente estos números mezclados.

16 5 11 8 15 1 13 18 6 3 8 9 17 2 19
7 20 12 4 14 10

ACTIVITY 8

Without looking, repeat each sentence after the student aide. Sin mirar, repita cada oración después del alumno ayudante.

1. What time is it? It's ten minutes after eleven.
2. Is it quarter after twelve? No, it's half past one.
3. Is it six-twenty-five? No, it's ten minutes after five.
4. What are you doing now? I'm writing a letter.
5. What's George doing now? He's repeating the words.
6. What are we doing now? We're learning English.
7. What's the teacher explaining? She's explaining Lesson 6.
8. What are the students copying? They're copying an exercise.
9. Is it seven-twenty now?
   No, it isn't seven-twenty. It's eight fifteen.
10. Are you a chemist?
    No, I'm not a chemist. I'm a farmer.
11. Is that woman an actress?
    No, she isn't an actress. She's an artist.
12. Are we studying French?
    No, we aren't studying French. We're studying English.
13. Is Betty erasing the blackboard now?
    No, she isn't erasing the blackboard.
    She's repeating the sentences.
14. Are you doing the homework now?
    No, I'm not doing the homework.
    I'm listening to the teacher.
15. Are you and Mary copying the vocabulary?
    No, we aren't copying the vocabulary.
    We're answering the questions.
16. Is John walking to the store now?
    No, he isn't walking to the store.
    He's walking to the library.

ACTIVITY 9

Write down 3 - 5 sentences or phrases about time which you find are useful or necessary throughout the day.

Escriba 3 - 5 oraciones o frases del tiempo que le parece util necessarios durante el día.

ACTIVITY 10

Report to your teacher and show him that you can do these exercises and que you know the vocabulary, idioms, and other expressions.

Reporte a su maestro y mestrele a él que Vd. sabe el vocabulario, modismos, y otros expressiones.

FINAL TEST EXAMEN FINAL

1. Fill each space with a form of the verb be. Use contractions when it is possible.

   Llene cada espacio con una forma del verbo auxiliar "be". Use contracciones cunado sea posible.

   a. _____ John writing the sentence?
   b. What _____the teacher explaining?
   c. _____she erasing the blackboard?
   d. What exercise _____you doing?
   e. I _____ copying the words.

2. Complete each questions with the -ing form of a verb and add a complement.

   Complete cada pregunta con la forma -ing de un verbo y añada un complemento.

   a. Is Mr. Brown _____?
   b. Are John and George_____?
   c. Is George _____?
   d. Are you _____?
   e. Are they _____?
   f. Are the lawyers _____?
   g. Is John_____?

3. Answer each question negatively. Use one form of the contraction and then the other.

Conteste cada pregunta negativamente. Use una forma de la contracción y luego la otra.

Ejemplo: Is George a doctor? No, he's not a doctor.
No, he isn't a doctor.

a. Are the actresses talking now?
b. Is Betty studying now?
c. Is the lawyer reading now?
d. Are you copying the question?
e. Are the men doing the homework?
f. Is there a key in the door?
g. Is there a doctor in the class?
h. Is there a map on the wall?

4. Translate the vocabulary words and idioms from this lesson to English when you hear them or read them in Spanish. Traduzca las palabras del vacabulario y modismos de esta leccion al ingles cuando vd. los entiende o los lee en espanol.

5. Use the expressions relating to time which were introduced in this lesson -- both the ones from the book and the ones which you added -- to get and give information about time. Use expresiones relativas al tiempo que estaban presentadas en esta lección -- las del libro y también las que Ud. añadió -- para averiguar y dar informacion del tiempo.

ADDITIONAL ACTIVITIES (For Credit)

ACTIVIDADES ADICIONALES (Para credito)

1. Help another student with this lesson.

   Ayude a otro estudiante con esta lección.

2. Ask and answer the following questions in English.

   Haga y conteste las preguntas siguientes en inglés.

   a. What time does school begin?

_____ ¿A qué hora empieza la escuela?

   b. What time does the _____ begin?

_____ A Que hora empieza _____?

   c. What time does the bus arrive here?

_____ ¿A qué hora llega el camión aquí?

   d. What time does the bus leave?

_____ ¿A Qué hora sale el camión?

   e. What time is lunch?

_____ ¿Qué hora es el almuerzo?

   f. When does the bus leave?

¿Cuándo llega el camión?

   g. When does _____ begin?

¿Cuándo empieza _____?

   h. How many hours did you work? I worked _____ hours.

_____ ¿Por cuantas horas trabajó Ud? Yo trabajé por _____ horas.

   i. How much does he make per hour? He makes _____ per hour.

¿Cuánto gana por hora? El gana _____por hora.

j. Whàt does the job pay per hour? The job pays _____ per hour.

¿Cuánto paga por hóra el empleo? El empleo paga _____ por hora.

k. How many hours of overtime did you work?

¿Por cuántas horas adicionales trabajo?

l. I worked _____ hours of overtime.

Trabaje _____ horas adiciónales.

m. What shift do you work?

¿En qué tanda (horas) trabaja?

n. I work the day shift. (8 AM - 4 PM).
Yo trabajo la tanda del dia.

I work the night shift. (4 PM - 12 AM).
Yo trabajo la tanda de la noche.

I work the graveyard shift. (12 AM - 8 AM).
Yo trabajo la tanda del cementerio.

I work the swing shift. (Shift time varies from week to week).
Yo trabajo la tanda de columpio. (La tanda de tarea varea de una semana a otro.)

I work the split shift. (Work part of one shift and then part of another).
Yo trabajo la tanda dividida. (Se trabaja un parte de una tanda y luego un parte de otra).

o. What days do you get off?

¿En qué días no trabaja?

p. What time is class over? When is class over?

¿A qué hora se termina la clase? ¿Cuándo terminá la clase?

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE-7

MR. JAQUETTE

RATIONALE: WHY STUDY THIS LESSON?

EXPLICACION: ¿EL PORQUÉ DE ESTUDIAR ESTA LECCIÓN?

What is this lesson all about?

1. More phrases about time.

2. Giving commands, like "Read the examples."

3. Asking questions with "who" and "where".

Also you will add another thirty words to your vocabulary.

¿De que se trata esta lección?

1. Mas frases del tiempo.

2. Dar como "Read the examples".

3. Hacer preguntas con "who" (quién)
"where" (donde)

Tambien, Ud. podrá añade otra treinta palabras a su vocabulario.

OBJECTIVES: THINGS TO LEARN

OBJETIVOS: COSAS PARA APRENDER

After doing the activities in this lesson, you will be able to do the following:

Después de hacer las actividades en esta lección, podrá hacer lo siguiente.

1. Form imperative sentences (commands)

   Formar oraciones imperativas mandatos.

2. Ask questions with "where" plus the -ing form of verbs.

   Hacer preguntas con "who" (quien) y la forma de "ing" de los verbos.

A. Use the vocabulary in this lesson in English sentences.

   Usar el vocabulario en esta lección en oraciones ingles.

PRE-TEST:

PRE-EXAMEN:

1. Make three imperative sentences with each verb:

   (1) with the simple form of the verb
   (2) with "please",
   (3) with "let's"

   Haga tres oraciones imperativas con cada verbo:

   (1) con la forma sencilla del verbo
   (2) con "please"
   (3) con "let's"

   a. close
   b. explain
   c. pronounce
   d. erase
   e. open
   f. study
   g. go
   h. copy

2. Complete each question with "where" and a form of the verb be.

   Complete cada pregunta con "where" y una forma del verbo be.

   a. _____ John?
   b. _____ John going?
   c. _____ the teacher?
   d. _____ the teacher going?
   e. _____ you now?
   f. _____ you going?

3. Make questions with "who", using different verbs in the present tense with -ing. Use the following words as complements.

   Haga preguntas con "who", usando el presente con "-ing" de distintos verbos. Use las siguientes palabras como complementos.

   a. the words
   b. the blackboard

c. the window

d. the sentences

e. the lesson

f. the exercise

g. the door

4. Say the cardinal numbers from twenty to one hundred.

   Diga los numeros cardinales de veinte a 100.

5. Translate the vocabulary and expressions in this lesson from Spanish to English.

   Traduzca el vacabulario y las expressiones de esta leccion de Español al inglés.

SOURCES OF INFORMATION:

1. Aprendamos Ingles, pp. 78-91.
2. Aprendamos Ingles Records, Lesson 7.
3. Student aides.
4. Your English teacher.
5. The Spanish teacher.

ACTIVITIES:

Activity 1:

Learn these vocabulary words, idioms, and cardinal numbers.

begin - comenzar
(bigin)

boy - muchacho
(boi)

breakfast - desayuno
(brékfəst)

close - cerrar
(kloz)

dinner - comida
(dínə)

example - ejemplo
(igzæmpl)

fifty - cincuenta
(fífti)

fifty-five - cincuenta y cinco
(fiftifaiv)

forty - cuarenta
(fórti)

please - por favor
(pliz)

pronounce - pronunciar
(prənaUns)

radio - radio
(rédIo)

speak - hablar
(spik)

to - a
(tU, tə)

forty-five - cuarenta y cinco
(fórtifaív)

get up - levantarse
(getəp)

girl - muchacha
(gəl)

go - ir
(go)

later - más tarde
(leɪtə)

lunch - almuerzo
(ləntʃ)

near - cerca de
(nir)

newspaper - periódico
(nuzpepə)

open - abrir
(opən)

rest - descansar
(rest)

seventh - septimo
(sévənθ)

sit (down) - sentarse
(sIt(dáUn)

thirty-five - treinta y cinco
(θətifáiv)

a quarter to ten - las diez menos cuarto
(ə kwɔ́rtə tə tɛn)

five minutes to ten - las diez menos cinco
(faIv mInIts tə tɛn)

ten o'clock sharp - las diez en punto
(tɛn əklák ʃarp)

let's begin - vamos a comenzar, comencemos
(lɛts bIgín)

please listen - favor de escuchar
(pliz lísn)

go to class - ir a (la) clase
(go tə klæs)

go home - ir a casa
(go hom)

in class - en (la) clase
(In klæs)

Where's he sitting? - ¿Dónde esta sentado?

Activity 2

Do the following exercises according to the instructions.

Haga los ejercicios siguientes segun las instrucciones.

I. Imperative Sentences (Oraciones imperativas)

A. Repeat these examples after the aide.

Open your books. (you) **Please** open your books.

Read the examples. (you) **Please** read the examples

Let's learn English (you and I)

Let's pronounce these words. (you and I)

B. Se usa solo la forma sencilla delvverbo en el imperativo: open, read, learn, pronounce. El sujeto you se subentiende sin expresarlo. Se usa please delante del verbo para mayor cortesia.

C. Se usa let's (let us) delante del verbo para indicar que se incluye la persona que habla. Esta forma es tambien cortes, mas vien como una sugerencia o invitacion que como un mandato.

D. Haga tres oraciones imperativas con cada verbo: (I) con la forma sencilla del verbo, (2) con please, (3) con let's.

Example: repeat Repeat the sentence.
Please repeat the sentence.
Let's repeat the sentence.

1.	close	6.	study	11.	listen (to)
2.	explain	7.	go	12.	answer
3.	pronounce	8.	copy	13.	read
4.	erase	9.	do	14.	write
5.	open	10.	sit (down)	15.	learn

II. Where and the Present Tense with ing

A. Repeat these examples after the aide. Notice the word order in the questions and the answers.

IW	> be	> S	> PV (ing)
Where	's	Betty?	
Where	's	Betty	going?
Where	are	the boys?	
Where	are	the boys	going?
Where	's	John?	
Where	's	John	sitting?

S	> be	> PV (ing)	> C (place)
She	's	----	at the library.
She	's	going	to the library.
They	're	----	at school.
They	're	going	to school.
He	's	----	in class.
He	's	sitting	near the door.

B. El verbo go es un verbo de movimiento, seguido muchas veces de la preposicion to. Examples: She's going to the library. They're going to school. But: I'm going home.

C. La forma ing de algunos verbos es un poco irregular. Cuando un verbo termina en una sola consonante precedida de vocal, y cuando la ultima silaba se acentua, se dobla la consonante final antes de anadir el sufijo ing. Examples: sit, sitting; get, getting; run, running; swim, swimming; begin, beginning

D. (1) Complete cada pregunta con where y una forma del verbo be.
(2) Conteste la pregunta. Use pronombres sujetos y contracciones.

Examples: ---Betty? Where's Betty? She's at home.
---Betty going? Where's Betty going? She's going to the library.

1. ---John?
2. ---John going?
3. ----the teacher?
4. ----the teacher going?
5. ---you now?
6. ---you going?
7. ---Mrs. Scott?
8. ---Mrs. Scott going?
9. ----the secretary?
10. ----the secretary going?
11. ----the doctors?
12. ----the doctors going?

III. Who and the Present Tense with ing

A. Repeat these examples after the aide.

S ——→	AV ——→	PV (ing) ——→	C
	be		
Who	's	answering	the telephone?
George	is	answering	the telephone.
Who	's	writing	letters?
The Girls	are	writing	letters.

B. El orden de las palabras en una pregunta con el sujeto who es el mismo que se usa en la respuesta: sujeto, verbo, complemento.

C. Como sujeto, who se usa siempre con la tercera persona singular del verbo. La respuerta puede ser singular o plural, en cualquiera de las tres personas: en la tercera persona, el sujeto debe ser un nombre, y no un pronombre.

D. (1) Haga preguntas con who, usando el presente en ing de distintos verbos. Use las siguientes palabras como complementos. (2) Conteste las preguntas.

Example: the telephone Who's answering the telephone?
George is answering the telephone.

1.	the words	8.	the questions
2.	the blackboard	9.	the teacher
3.	the window	10.	the vocabulary
4.	the sentences	11.	a letter
5.	the lesson	12.	the exercises
6.	the door	13.	the homework
7.	the exercise	14.	the examples

Activity 3

Do the following exercise orally. Follow the examples.
Haga el ejercico siguiente oralmente. Imite el ejemplo.

(next page)

Activity 4

Practice the following oral exercise. with the records for lesson 7.

Practique el ejercicio oral siguiente con los discos de la Leccion 7.

A. What time is it?

9:35

It's nine-thirty-five.

It's twenty-five minutes to ten.

9:40

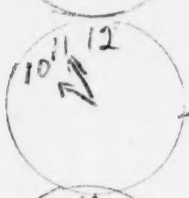
It's nine-forty.

It's twenty minutes to ten.

9:45

It's nine-forty-five.

It's a quarter to ten.

9:55 

It's nine-fifty-five.

It's five minutes to ten.

10:00

It's ten o'clock. It's ten o'clock sharp.

B. Let's begin.

Let's speak English.

Close your books. Please close your books.

Listen to your teacher. Please listen to your teacher.

Let's pronounce these words.

Let's answer these questions.

Open your books now. Please open your books now.

Let's do the second exercise.

Let's repeat the example.

Go to the blackboard. Please go to the blackboard.

Write the first sentence. Please write the first sentence.

C. Where are you going now? I'm going to the library.

Where's Mr. Scott going? He's going to the office.

Where's Mrs. Allen going? She's going to the store.

Activity 5

A. Say the cardinal numbers from 20 to 100.

Diga los numeros cardinales de 20 a 100.

B. Read rapidly these numbers horizontally and vertically.

Lea rapidamente estos numeros, horizontal mente y verticalmente.

24	39	54	80	26	40	57	83	28	42	60	87	30
44	62	80	31	46	65	90	33	48	70	94	35	50
73	96	37	51	78	100							

Activity 6

Arrange each group of words in the correct order and read the sentence. A question mark indicates the questions.

Arreglecada grupo dé palabras en orden correcto y lea la oracion. Un signo de interrogacion indica las preguntas

1. books
close
please
your

2. listen
your
please
teacher
to

3. on
sentences
the
the
write
blackboard
let's

4. exercise
please
the
notebooks
do
your
third
in

5. now
are
going
where
you
?

6. to
going
now
I'm
the
store

7. Mr. Scott
going
and
where
now
Mr. Allen
are
?

8. now
office
going
they're
the
to

9. aie
now
doctors
the
where
?

10. at
they're
now
hospital
the

11. boys
the
playing
and
are
girls
?

12. playing
not
they're
no
working
they're

Activity 7

Without looking, repeat each sentence after the student aide.

1.	Is it eleven-forty-five?	No, it's twelve-fifty.
2.	Is it a quarter to one?	No, it's a quarter after two.
3.	Let's sit down here.	Please sit down here.
4.	Let's speak English.	Please speak English.
5.	Let's answer the questions.	Please answer the questions.
6.	Let's pronounce the words.	Please pronounce the words.
7.	Where's the doctor going now?	He's going to the hospital.
8.	Where's the secretary going?	She's going to the office.
9.	Where's the librarian going?	She's going to the library.
10.	Where's the actor going?	He's going home now.
11.	Where's the actress now?	She's at home.
12.	Where are you now?	I'm in class.
13.	Where's Betty sitting?	She's sitting near the door.

14. Is John sitting near the desk now?
    No, he isn't sitting near the desk. He's sitting near the wall.
15. Are the boys and girls swimming now?
    No, they aren't swimming now. They're studying the lesson.
16. Is Mary doing the homework now?
    No, she isn't doing the homework. She's resting.
17. Who's going to the library now? I'm going to the library now.
18. Who's explaining the seventh lesson?
19. Who's working at the office now?
    Mr. Scott is working at the office.
20. Who's eating dinner now?
    Mr. and Mrs. Allen are eating dinner.

Activity 8

Without looking, answer the following questions which the student aide will ask. Use subject pronouns and contractions in your replies when it is possible.

Sin mirar, conteste las siguientes preguntas que le preguntará el alumno ayudante. Use pronombres de sujetos y contracciones en las respuestas cuando sea posible.

1. Who's listening to the radio now?
2. Who's talking on the telephone?
3. Who's learning the vocabulary?
4. Who's pronouncing the words?
5. Who's writing on the blackboard?
6. Where's John now?
7. Where are Mrs. Scott and Mrs. Allen?
8. Where are you now?
9. Where are you sitting?
10. Where are you going now?
11. Where's Dr. Clark going?
12. Where's Mrs. Clark going?
13. Where are those students going?

Activity 9

Without looking answer the following negatively and then add an affirmative sentence.

Sin mirar, conteste negativamente y añada una oración afirmativa.

14. Is it two-thirty now?
15. Is it nine-fifteen?
16. Is it eight-forty-five?
17. Is it seven o'clock sharp?
18. Is it a quarter to four?
19. Is it twenty minutes to one?
20. Are we studying Lesson Six now?
21. Are we doing the fourth exercise?
22. Is Mary reading the examples?
23. Is George sitting near the door?
24. Is he listening to the teacher?
25. Is Miss Lee reading the newspaper?
26. Are those men working now?
27. Are the boys and girls playing?
28. Are the Allens eating dinner?
29. Are you writing a letter?
30. Are you going home now?

Activity 10

(1) One student asks the question: What time is it? Another student answers.

(2) The second student repeats the question, and another student responds.

Example A: What time is it?
B: 2:00 It's two o'clock. (It's two o'clock sharp.

B: What time is it?
C: 2:50 It's two-fifty. (It's ten minutes to three.)

1. 9:40	6. 2:43	11. 7:57	16. 11:00
2. 10:45	7. 3:46	12. 8:00	17. 12:30
3. 11:50	8. 4:49	13. 8:34	18. 3:00
4. 12:35	9. 5:51	14. 10:00	19. 5:45
5. 1:38	10. 6:52	15. 10:55	20. 7:00

Activity 11

Report to your teacher and show him you can do the exercises in this lesson as well as the vocabulary and other expressions and numbers.

Reporte a su maestro y muéstrele a el que Ud. pude hacer los ejercicios en esta leccion asi como el vocabulario y expresiones y numeros.

POST TEST FINAL EXAMEN

1. Make three imperative sentences with each verb.

   (1) with the simple form of the verb, (2) with "please"
   (3) with "let's"

   Haga tres oraciones imperativeas con cada verbo:
   (1) con la forma sencilla del verbo, (2) con "please"
   (3) con "let's"

   a. learn

   b. write

   c. read

   d. answer

   e. sit (down)

   f. do

   g. copy

2. Complete each question with "where" and a form of the verb be.

   Complete cada pregunta con "where" y una forma del verbo be.

a. _____ the doctors going?

b. _____ the doctors?

c. _____ the secretary going?

d. _____ the secretary?

e. _____ Mrs. Scott going?

f. _____ Mrs. Scott?

g. _____ you going?

h. _____ you now?

TEST PRUEBA

1. Read these with the definite article "a" or "an."

Lea estos nombres con el articulo indefinido "a" o "an."

Ejemplo: map a map, the map

1.	book	9.	word	17.	banana	25.	exercise
2.	desk	10.	key	18.	pencil	26.	picture
3.	chair	11.	apple	19.	orange	27.	umbrella
4.	class	12.	lesson	20.	window	28.	blackboard
5.	door	13.	map	21.	table	29.	telephone
6.	page	14.	name	22.	ceiling	30.	envelope
7.	day	15.	ruler	23.	clock	31.	calendar
8.	week	16.	eraser	24.	corner	32.	sentence

2. Read the singular and say the plural of each of the nouns from problem one. Take care with the pronunciation of the plural.

Lea el singular y diga el plural de cada uno de los nombres del problema 1. Tenga cuidado con la pronunciacion del plural.

3. Fill the spaces with one of these contractions: what's, where's it's, there's, they're.

Llene los espacios con unda de estas contracciones: what's, where's, it's, there's, they're.

4. Arrange each group of words in the correct order. The question mark indicates a question.

Arregle cada grupo de plabras en orden correcto y lea la oración. Un signo de interrogacion marca las preguntas.

1.	this	2.	exercise	3.	name	4.	Mrs. Lee
	what's		an		what's		my
	?		it's		your		is
					?		name
5.	an	6.	it's	7.	that	8.	orange
	is		an		orange		yes
	eraser		no		is		an
	this		apple		an		it's
	?				?		

9.	are how you ?	10.	thank well very you	11.	first the this is lesson	12.	fourth no the lesson it's
13.	chairs the are where ?	14.	floor one they're the	15.	ceiling lights on are the the	16.	it's no Sunday not Saturday it's
17.	no envelopes they're notebooks not they're	18.	the where sentences are ?	19.	there week a days in are seven ?	20.	a paper there's of desk piece the in not

5. Answer each question negatively and add an affirmative sentence.

Conteste negativamente cada pregunta y añada una oración

1. Is this a telephone?
2. Is that a picture?
3. Is this Lesson One?
4. Are these pencils?
5. Are those apples?
6. Are these words?
7. Are those bananas?
8. Is this a piece of chalk?
9. Are those chairs?
10. Is today Sunday?
11. Is your name Lee?
12. Is the light in the corner?
13. Are the books on the floor?

6. Read each sentence using "on" or "in" in the space.

Lea cada oracion usando "on" o "in" en el espacio indicado.

Ejemplo: The map is _____ the wall.
The map is on the wall.

1. Betty is __ the classroom.
2. Is Miss Lee __ the room?
3. Is the map __the door?
4. The umbrella is __ the corner.
5. What's __ the desk? (2)
6. The calendar is __ the wall.
7. The exercises are __ the book.
8. The alphabet is __ page five.
9. The words are __ the blackboard.
10. The sentences are __ my notebook.
11. Are the Keys __ the floor?
12. No, the keys are __ the desk. (2)

7. Complete each question with "is there" or "are there." Then answer the question in the affirmative.

Complete cada pregunta con "is there" o "are there." Luego conteste la pregunta en forma afirmativa.

1. _____many chairs in the classroom?
2. _____any windows in the room?
3. _____a table in the room?
4. _____any books on the table?
5. _____a calendar on the wall?
6. _____a piece of paper on the desk?
7. _____a piece of chalk on the desk?
8. _____many pages in the book?
9. _____a picture on page one?
10. _____any exercises on page two?

8. Complete each question with "is there." Then answer the question in the negative.

Complete cada pregunta con "is there." Luego conteste la pregunta en forma negativa.

Ejemplo: _____ a pencil on the desk?
Is there a pencil on the desk?
No, there's not a pencil on the desk.

1. _____a key in the door?
2. _____a class in the room?
3. _____a light in the corner?
4. _____a clock on the wall?
5. _____a picture on the blackboard?
6. _____a ruler on the floor?
7. _____a telephone on the table?
8. _____a book on the desk?
9. _____a map in the book?
10. _____an envelope in the desk?

9. Complete these questions; use a different subject in each one. Answer each question.

Complete estas preguntas; use un sujeto distinto en cada una. Conteste cada pregunta.

10. Without looking, repeat each sentence after your teacher.

Sin mirando, repita cada oración después de su profesor.

1. How are you? Very well, thank you.
2. Is this a door? No, it's not a door. It's a window.
3. Are those apples? No, they're not apples. They're oranges.
4. Where's the picture? It's on the wall.
5. What day is today? It's Wednesday.
6. Is today Tuesday? No, it's not Tuesday. It's Wednesday.
7. Is that a ceiling or a floor? It's a ceiling.
8. Are those notebooks or envelopes? They're envelopes.
9. Is there an exercise on page three?
   No, there's not an exercise or page three.
10. Is there a light in the classroom?
    Yes, there's a light in the classroom.
    Where is it? It's on the ceiling.
11. Are there any chairs in the room?
    Yes, there are many chairs in the room.
    Where are they? They're on the floor.

11. Your teacher will ask the following question for you to answer, without looking at this paper.

Su maestro hará las siguientes preguntas para que Ud. conteste, sin mirando este papel.

1. What's your name?
2. How do you spell it?
3. How are you today?
4. Is today Sunday?
5. What day is ti?
6. What's this?
7. How do you spell it?
8. Is this a pencil?
9. Is this an eraser?
10. What's that?
11. How do you spell it?
12. Is that a blackboard?
13. Is that a calendar?
14. What are these?
15. What are those?
16. Are they pictures?
17. Are they envelopes?
18. Are they pieces of chalk?
19. Where's the clock?
20. Where's the telephone?
21. Where are the keys?
22. Where are the umbrellas?
23. Is this a desk or a table?
24. Is this a book or a notebook?
25. Are these pens or pencils?
26. Are these words or sentences?
27. Is there a class in the room?
28. Is there a map on the wall
29. Are there seven day in a week?
30. What are the days of the week?

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE - 8

BY

CHARLES JAQUETTE

EVALUATION TEST NUMBER TWO:

EXAMEN DE EVALUACION NUMERO DOS:

I. Read rapidly these cardinal numbers.

Lea rapidamente estos numeros cardinales.

1. 71, 95, 29, 47, 100
2. 92, 9, 35, 73, 28
3. 48, 13, 57, 8, 85
4. 87, 69, 1, 72, 37
5. 94, 23, 59, 18, 70
6. 54, 7, 20, 36, 62
7. 22, 40, 68, 93, 97
8. 84, 19, 30, 52, 78
9. 90, 39, 11, 46, 99
10. 83, 60, 2, 51, 38
11. 67, 6, 58, 15, 79
12. 86, 53, 10, 44, 27
13. 49, 14, 32, 3, 74
14. 21, 63, 75, 26, 88
15. 98, 31, 42, 80, 91
16. 50, 34, 12, 43, 64
17. 66, 4, 25, 33, 89
18. 82, 16, 24, 55, 61
19. 56, 41, 77, 5, 96
20. 81, 45, 17, 76, 65

II. Your teacher will dictate some numbers from problem number 1. Write these figures like 3, 15, 42.

Su profesor dictará algunos números de la problema 1a. Escriba estas cifras, como 3, 15, 42.

III. Read the singular and say the plural of each noun. Write Write the plurals and indicate whether the endings are pronounced s or z or iz.

Lea el singular y diga el plural de cada sustantivo. Escriba los plurales y indique las terminaciones que se pronuncian s, z, o, iz.

1. student
2. actor
3. judge
4. example
5. nurse
6. lawyer
7. artist
8. sentence
9. librarian
10. man
11. housewife
12. farmer
13. radio
14. actress
15. engineer

16. office	21. chemist	26. store
17. hospital	22. secretary	27. exercise
18. architect	23. boy	28. teacher
19. woman	24. clerk	29. class
20. policeman	25. newspaper	30. question

IV. Arrange each group of words in the correct order and read the sentence. A question mark indicates the questions.

Arregle cada grupo do palabras en orden correcto y lea la oración. Un signo de interrogación indica las preguntas.

1. on first please the explain seventy exercise page	2. learning French we're English not we're learning	3. is dinner now eating Dr. Clark ?	4. now he's not dinner not eating
5. page the you excercises are on doing ninety-five ?	6. George copying what's in now notebook that ?	7. going farmer now where's the ?	8. to he's store now the going
9. the sitting the near is blackboard teacher ?	10. blackboard he's the no near sitting not	11. the on who's sentence the writing blackboard ?	12. are Mr. Brown what Mr. Allen and ?

V. Read each sentence, using the proper preposition in the space.

Lea cada oracion, usando la preposicion correcta en el espacio indicado.

1. This exercise is __ page ninety-five.
2. Are the keys __ the desk? No, they're __ the desk.
3. There's a telephone __ the table __ the corner.

4. Is Miss Lee __ school today? Yes, she's __ class now.
5. George is sitting __ the window today.
6. Is John going __ class now? No, he's going __ the library.
7. I'm writing these sentences __ my notebook.
8. Is there a map __ the classroom? Yes, it's __ the wall.
9. There's a piece of paper __ the floor.
10. Mrs. Scott is going __ the store this afternoon
11. Is the lawyer __ the office now? No, he's in court now.
12. Is the doctor going home? No, he's going __ the hospital.
13. Are the Allens __ home? Yes, they're listening __ the radio.
14. Is Mary studying now? No, she's going __ bed now.

VI. Answer each question negatively. Use one form of the contraction and then the other, except in the first person singular. Use subject pronound in the replies.

Conteste cada pregunta negativamente. Use una forma de la contracción y luego la otra, menos en la primera persona singular. Use pronombres de sujetos en las respuestas.

Example: Is that a radio? No, it's not a radio.
No, it isn't a radio.

1. Are these newspapers?
2. Is today Wednesday?
3. Is the doctor at the hospital?
4. Are the nurses at home now?
5. Is Mary getting up now?
6. Are you reading a book?
7. Are the boys swimming?
8. Is Mrs. Clark resting?
9. Is George eating lunch?
10. Are those women going to the store?
11. I the architect at the office now?
12. Is there a secretary in the office?
13. Are we learning French?
14. Am I erasing the sentences?
15. Are you writing this exercise?
16. Are you and John copying the words?

17. Is there a piece of chalk on the desk?

18. Are the girls talking and laughing?

19. Are they studying in the library?

20. Is there a librarian in the room?

VII. Make questions, using the present tense with "-ing." Use the subjects and verbs indicated, and add a complement. Answer each question affirmatively and negatively. Use subject pronouns and contractions in the replies.

Haga preguntas, usando el presente con "ing." Use los sujetos y los verbos indicados, y añada un complemento. Conteste cada pregunta afirmativamente y negativamente. Use pronombres sujetos y contracciones en las respuestas.

Example: you (go)? Are you going to the store?

Yes, I'm going to the store?

No, I'm not going to the store.

1. Mary (go)?
2. The teacher (explain)?
3. We (listen to)?
4. You (pronounce)?
5. John (erase)?
6. The students (repeat)?
7. The girls (answer)?
8. George (open)?
9. Dr. Clark (read)?
10. Mr. and Mrs. Brown (eat)?

VIII. Answer these questions in complete sentences. Use subject pronouns and contractions when it is possible.

Conteste estas preguntas con oraciones completas. Use pronombres sujetos y contracciones cuando sea posible.

Example: Who's that man? He's Mr. Allen.
What's Mr. Allen? He's a lawyer.
What's he writing? He's writing a letter
Where's he going now? He's going home now.

1. Who's that woman?
2. Who are those men?
3. Who's at the library?
4. Who's learning English?
5. Who's closing the door?
6. Who's studying now?
7. What's that?
8. What are those?
9. What's on the desk?
10. What's Mr. Brown?
11. What's he reading?
12. What are those women?
13. What are they doing now?
14. What are you copying?
15. Where's the teacher?
16. Where are the students?
17. Where's Mary sitting?
18. Where's John working?
19. Where are you going now?
20. What time is it now?

IX. Without looking, repeat each sentence after your teacher.
Sin mirar, repita cada oración después de su maestro.

1. Mary, this is George Brown.
2. How do you do, George. — I'm glad to meet you.
3. Good-bye, George. — Good night, Mary.
4. Where are the girls going? — They're going to the library.
5. Where's the chemist going? — He's going to the hospital.
6. Who are those women? — They're Mrs. Clark and Mrs. Allen.
7. Is Mr. Allen an actor? — No, he's a lawyer.
8. Is that woman an actress? — No, she's not an actress.
9. Is that man a farmer? — No, he isn't a farmer.
10. Is that girl a clerk? — No, she's a secretary.
11. What are you and John? — We're students.
12. Where are the judges now? — They're in court.
13. Where are the housewives? — They're at the store.
14. Is it half past nine? — No, it's half past eight now.
15. What's John doing now? — He's answering the questions.
16. What's the dentist doing? — He's writing a letter.
17. Is Betty studying French?
No, she isn't studying French. She's studying English.
18. Are you sitting near the window?
No, I'm not sitting near the window.
19. Please write three sentences on the blackboard.
20. Let's pronounce the words on page ninety-two.

X. The teacher will ask the following questions for you to answer. Use subject pronouns and contractions whenever possible. Do this without looking at your paper.

El profesor hará las siguientes preguntas para que Ud. las conteste. Use pronombres de sujetos y contracciones cuando sea posible. Haga esto sin mirar su papel.

1. Who's that boy?
2. Who are those girls?
3. What's Dr. Clark, a doctor a a dentist?
4. What are you? Are you a teacher?
5. Where's the lawyer now?
6. Where are the nurses?
7. Where are you going now?
8. Wher 's the architect going?
9. What's the policeman doing now?
10. What are the students doing now?
11. Who's copying the vocabulary?
12. Who's opening the window?
13. Waht's on the desk?

XI. Your teacher will ask the question "What time is it?" using the numbers below. You will respond with a complete sentence.

Su maestro hará la pregunta "What time is it?" usando los numeros abajo. Ud. va a contestar con una oración completa.

Example: Teacher: What time is it?

Student: 2:30 It's two thirty (It's half past)

1.	2:30	6.	10:10	11.	7:50	16.	11:00
2.	1:01	7.	3:24	12.	12:30	17.	6:15
3.	10:55	8.	12:14	13.	4:20	18.	2:57
4.	4:45	9.	9:40	14.	6:05	19.	8:32
5.	8:17	10.	11:35	15.	9:25	20.	7:10

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: ENGLISH

PACKAGE TITLE: ENGLISH AS A SECOND LANGUAGE - 10

BY

MR. JACQUETTE

RATIONALE: WHY STUDY THIS LESSON?

EXPLICACION: PORQUE ESTUDIAR ESTA LECCIÓN?

This is esson 10. Your're ready now for some tougher problems in the English language. One of these is how to use descriptive words, like "We have a new house." and "Is your house new?"

Again in this lesson you will learn new vocabulary words.

Esta es la lección 10. Ya estás listo para algunas problemas mas trabajosas en la lengua de inglés. Una de estas es como usar palabras descriptivas como "We have a new house." (Nosotros tenemos una casa nueva.) y "Is your house new?" (Es nueva su casa?)

OBJECTIVES: THINGS TO LEARN.

OBJECTIVOS: COSAS PARA APRENDER

After doing the activities in this package, you will be able to do the following:

1. Place adjectives in sentences as complements at the end and before nouns.

   Poner adjectivos en oraciones como complementos al final y delante de sustantivos.

2. Change expressions from singular to plural according to the adjectives used.

   Cambiar expressiones del singular al plural segun los adjectivos empleados.

3. Use irregular verb forms in the third person, singular.

   Usar formas irregulares del verbo en la tercera persona del singular.

4. Form the negative simple present tense by using do plus not.

   Formar el negativo del tiempo sencillo y presente por usando usar 'do" más "not."

5. Use frequency words with the simpler present tense.

   Usar palabras de frecuencia con el tiempo del presente sencillo.

6. Use "who" in the simple present by using is plus -ing.

7. Translate the new words from Spanish to English and use them in sentences.

   Traduzca las palabras nuevas de español al inglés y úse las en oraciones.

8. Read these sentences in the simple present tense or the present tense with -ing, as required.

Lea estas oraciones en el tiempo del presente sencillo o el tiempo presente con -ing, segun lo que está requerida.

a. Mrs. Scott (go) to the store every day.

Mrs. Scott (go) o the store now.

b. Betty (speak) English well.

She (speak) English now.

c. The students usually (copy) these sentences.

They (copy) the sentence now.

d. Mary (study) the lesson every day.

She (study) the lesson now.

9. Translate the vocabulary.

Traduzca el vocabulario.

PRE-TEST

1. Read each sentence with an appropriate adjective. Several adjectives are often possible.

Lea cada oración con un adjetivo apropriado. Varios adjetivos muchas veces son posibles.

a. I like the _____ house.

b. That house has three _____ bedrooms

c. The kitchen is _____.

d. How many _____ windows are there in the room?

e. Do you have a _____ garden?

2. Change these expressions form the singular to the plural. Then make a sentence with "there are" and each plural form.

Cambie estas expressiones del singular al plural. Luego haga una oración con "there are" y cada forma del plural.

Example: a black pen two _____

two black pens

there are two black pens in hte desk.

a. a large house two _____

b. a small bedroom three _____

c. a pretty girl four _____

d. a yellow pencil five _____

3. Read each complete sentence. Repeat the sentence twice with the subjects indicated and the corect verb form.

Lea cada oración completa. Repite la oración dos veces con los sujetos indicados y la forma correcta del verbo.

Example: I go to the store every day. Mrs. Scott _____.

She _____

Mrs. Scott goes to the store every day.

She goes to the store every day.

a. I go to the office every day. Mr. Scott_____. He_____.

b. We to to the library every day. The librarian_____. She_____.

c. They go to the hospital every day. The doctor_____. He_____.

d. You teach English. Miss Lee _____. She_____.

e. The teachers have large classes. Miss Lee_____. She_____.

4. Read each sentence. Then read the sentence in the negative. Use the complete negative form first, and then the contraction.

Lea cada oración. Entonces lea la oración negativamente. Use la forma completa negativa primero, y luego la contracción.

a. Example: Betty speaks French.

Betty does not speak French.

Betty doesn't speak French.

a. John speaks English very well.

b. He studies the lesson every day.

c. He does the homework every day.

d. He comes to class on time.

e. The students write the exercise.

f. They repeat the sentences in class.

5. Read the question. Then answer the question in the negative and add an affirmative sentence.

Lea cada pregunta. Luego conteste la pregunta negativamente y añada una oración afirmativa.

Example: Do you live in the red house?

No, we don't live in the red house.

We live in the brown house.

a. Do the Scotts live on First Street?

b. Do they live in a new house?

c. Does the house have seven rooms?

d. Does it have four bedrooms?

e. Do you know Dr. Clark?

6. Read the question. Answer in the affirmative and then in the negative. Use a frequency word or expression in each answer.

Lea cada pregunta. Conteste afirmativamente y luego negativamente. Use una palabra de frecuencia o expresion en cada repuesta.

Example: Do the studients learn the vocabulary?

Yes, they always learn the vocabulary.

No, they don't always learn the vocabulary.

a. Does the teacher pronounce the new words?

b. Does John repeat the sentence?

c. Does Betty copy the examples?

d. Do the students ask questions?

e. Does Mary come to class on time?

7. Make questions with "who" and the simple present tense of each verb.

Haga preguntas con "who" y el tiempo sencillo del presente de cada verbo.

a. play

b. listen

c. go

d. learn

e. copy

f. know

g. come

h. get up

i. understand

j. teach

SOURCES OF INFORMATION

1. Aprendamos Inglés, pp. 115-133.

2. Aprendamos Inglés records, Lesson 10.

3. Your teachers.

4. Student aides.

FINAL TEST:

1. Read each sentence with an appropriate adjective. Several adjectives are often possible.

Lea cada oración con un adjetivo apropriado. Varios adjetivos son muchas veces posibles.

a. No, it isn't very _____.

b. Is this exercise _____.

c. Do you have a _____.

d. We like the _____ pictures.

e. The map is very _____.

2. Change these expressions from the singular to the pluaral. Then make a sentence with "there are" and each plural form.

Cambie estas expressiones del singular al plural. Luego haga una oración con "there are" y cada forma del plural.

Example: a black pen — two _____

two black pens

there are two black pens in the desk

a. a tall boy	several _____
b. a new student	many _____
c. an interesting book	nine _____
d. brown desk	eight _____

3. Read each complete sentence. Repeat the sentence twice with the subjects indicated and hte correct verb form.

Lea cada oración completa. Repite la oración dos veces con los sujetos indicados y la forma correcta del verbo.

Example: I go to the store every day. Mrs. Scott _____.

She _____.

Mrs. Scott goes to the store every day.

She goes to the store every day.

a. I erase the blackboard every day. A student _____. He _____.

b. You close the door every day. A student _____. He _____.

c. I copy the vocabulary. Betty _____. She _____.

d. We pronounce the new words. The teacher _____. He _____.

4. Read each sentence. Then read the sentence in the negative. Use the complete negative form first, and then the contraction.

Lea cada oración. Luego lea la oración negativamente. Use la forma completa negativa primero, y luego la contracción.

Example: Betty speaks French.

Betty does not speak French.

Betty doesn't speak French.

a. He reads the newspaper every morning.

b. Dr. Clark gets up early every day.

c. She likes to listen to the radio.

d. Betty plays the piano very well.

e. She knows Mrs. Allen.

5. Read the question. Then answer the question in the negative and add an affirmative sentence.

Lea cada pregunta. Luego conteset la pregunta negativamente y añada una oración afirmativa.

Example: Do you live in the red house?

No, we don't live in the red house.

We live in the brown house.

a. Do you understand the first exercise?

b. Do the students do the homework in class?

c. Do those boys like to study?

d. Does this classroom have ten windows?

e. Does Mary Allen speak French?

6. Read the questions. Answer in the affirmative and then in the negative. Use a frequency word ro expression in each answer.

Lea cada pregunta. Conteste afirmativamente y luego negativamente. Use una palabra de frecuencia en cada respuesta.

Example: Do the students learn the vocabulary?

Yes, they always learn the vocabulary.

No, they don't always learn the vocabulary.

a. Do the girls play tennis?

b. Does Mrs. Brown read the newspaper?

c. Does Mrs. Scott go to the store?

d. Does Dr. Clark go to the office?

7. Make questions with "who" and the simple present tense of each verb.

Haga preguntas con "who" y el tiempo del presente sencillo de cada verbo.

a. have

b. close

c. study

d. visit

e. do

f. live

g. answer

h. ask

8. Read these sentences in the simple present tense or the present tense with -ing, as required.

Lea estas oraciones en el tiempo del presente sencillo o el tiempo presente con -ing, según corresponda.

a. Who often (ask) questions?

who (ask) a question now?

b. The teacher always (pronounce) the new words.

She (pronounce) the new words now.

c. Mrs. Lee (teach) English.

She (teach) a class now.

d. George (play) tennis every week.

He (play) tennis now.

9. Translate the vocabulary words in this lesson.

Traduzca las palabras del vocabulario en esta lección.

ADDITIONAL ACTIVITIES FOR CREDIT:

1. Help another student with this lesson.

2. Make up a dialogue of your own which other students could use for practice. Use the following words and expressions in your dialogue as well as the vocabulary you have learned so far. Also use a school situation for the basis of your dialogue.

Haga su propia diálogo lo cual otros estudiantes podrian usar para practica. Use las palabras y las expressiones siguientes en su diálogo asi como el vocabulario que ya ha aprendido. También use una situación de la escuela para el origen de su diálogo.

a. has
b. does
c. goes
d. copies
e. studies
f. teaches
g. closes
h. erases
i. pronounces

Also us the following words.

También use las palabras siguientes.

a. always
b. often
c. usually

ACTIVITIES:

Activity 1.

Learn the following vocabulary and idioms. Check with the student aides and the Aprendamos Inglés records for the correct pronunciation.

Aprenda el siguiente vocabulario y modismos. Refiera al alumno ayudante o los discos de Aprendamos Inglés para la pronunciación correct.

Vocabulary

always siempre [ólwiz]	but pero [bət]	except excepto [ɪkséptʰ]
answer repuesta [ǽnsə]	color color [kʰálə]	flower flor [fláuə]
ask preguntar [æsk]	come venir [kəm]	football fútbol americano [fútbɑl]
bath(room) baño [bæθ]	curtain cortina [kʰátn̩]	garden jardín [gárdn̩]
bedroom alcoba [bɛ́drum]	dining room comedor [dáɪnɪŋrum]	green verde [grɪn]
black negro [blæ k]	dog perro(a) [dɔg]	house casa [haʊs]
blue azul [blu]	early temprano [ə́rlɪ]	kitchen cocina [kʰítʃən]
brown color castaño, café, marrón [braʊn]	every todos los... [évrɪ]	lamp lámpara [læmp]

live vivir [lɪv]	rug alfombra [rəg]	usually ordinariamente [yúʒʊəlɪ]
living room sala [lívɪŋ rum]	sofa sofá [sófə]	visit visitar [vízɪt]
new nuevo [nu]	street calle [strit]	white blanco [hwaɪt]
often muchas veces, [ɔ́fən] a menuedo	teach enseñar [tiʧ]	yard (jardín o patio que [yard] rodea la casa)
old viejo [old]	tennis tenis [tɛnɪs]	yellow amarillo [yélo]
red rojo [rɛd]	tenth décimo [tɛnθ]	

Idioms

What color is...? ¿De qué color es...?

What color are...? ¿De qué color son...?

on Fifth Street en la Calle Quinta

play football jugar al fútbol

play tennis jugar al tenis

every day todos los días

come to class venir a (la) clase

on time a tiempo

do the homework hacer la tarea

ask questions hacer preguntas

Activity 2.

Do the following activities according to the instructions.

I. The Position of the Adjective

La posición del adjetivo

A. Review of adjective complements

Repaso de los complementos adjetivos

Is the house new?	Yes, it's new.
Is the chalk yellow?	No, it's white.
Are the bedrooms small?	Yes, they're small.
Are the notebooks brown?	No, they're blue.

B. Adjectives before nouns

Adjetivos delante de nombres

the brown house	the brown houses [ ]
the red flower	the red flowers
a large room	several large rooms
a new student	two new students

Do the Allens live in the brown house?
No, they live in the yellow house.
Is the living room a large room?
Yes, it's a large room. The kitchen is a small room.
How many new students are there in the class?
There are two new students in the class.

C. El adjetivo se usa como complemento después del verbo be, o bien precede al nombre que modifica. El adjetivo tiene una sola forma para el singular y el plural.

D. (I) Read each sentence with an appropriate (apropiado) adjective. Several adjectives are often possible.

Example: We have a ____ house.
We have a brown house.

1. I like the _____ house.
2. That house has three _____ bedrooms.
3. The kitchen is _____.
4. How many _____ windows are there in the room?
5. Do you have a _____ garden?
6. Do you have a _____ piano?
7. Is your father very ____?
8. Is the nurse _____?
9. George has a _____ pen.

10. Where are the _____ books?
11. The notebooks are on the _____ table.
12. The map is very _____.
13. We like the _____ pictures.
14. Do you have a _____ teacher?
15. Is this exercise _____?
16. No, it isn't very _____.

(2) Change these expressions from the singular to the plural. then make a sentence with there are and each plural form.

Example: a black pen — two _____
two black pens.
There are two black pens in the desk.

1.	a large house	two _____
2.	a small bedroom	three _____
3.	a pretty girl	four _____
4.	a yellow pencil	five _____
5.	an old chair	six _____
6.	a green notebook	seven _____
7.	a brown desk	eight _____
8.	an interesting book	nine _____
9.	a new student	many _____
10.	a tall boy	several _____

II. Irregular Verb Forms in the Third Person Singular

Formas irregulares del verbo en la tercera persona singular.

A. Repeat these examples after your aide. Notice the spelling (ortografiá) and the pronunciation of these forms.

have --- it has [hæz]
do --- he does [dəz]
go --- he goes [goz]
copy --- he copies [kápiz]
study -- he studies [stádiz]

teach --- she teaches [títʃiz]
close --- she closes [klózɪz]
erase --- she erases [Irésɪz]
pronounce --- she pronounces [prənáunsɪz]

B. La tercera persona singular del presente simple termina siempre en s, perc algunas de estas formas verbales son irregulares en su ortografia o enssu pronunciación. Compare estas formas con las formas irregulares del plural en las páginas 32 y 54.

1. En la tercera persona singular de los verbos terminados en y, precedida de una consonante, se camiba la y a i y se añade es.

2. En la tercera persona singular de los verbos terminados en ch, se anade es; en los terminados en se o ce, se anade s. En ambos casos, la es final se pronuncia como silaba separada [IZ].

3. Has, does y goes son formas irregulares y se deben memorizar.

C. (I) Read each complete sentence. (2) Repeat the sentence twice (dos veces) with the subjects indicated and the correct verb form.

Example: I go to the store every day. Mrs. Scott_____. She____.
Mrs. Scott goes to the store every day.
She goes to the store every day.

1. I go to the office every day. Mr. Scott_____. He_____.
2. We go to the library every day. The librarian_____. She_____.
3. They go to the hospital every day. The doctor_____. He____.
4. You teach English. Miss Lee_____. She_____.
5. The teachers have large classes. Miss Lee_____. She_____.
6. We study the lesson every day. John_____. He_____.
7. We do the homework every day. Betty_____. She_____.
8. We copy the sentences. George_____. He_____.
9. We do the exercises in class. The teacher_____. She_____.
10. We study the examples. Mary_____. She_____.
11. We pronounce the new words. The teacher_____. He_____.
12. I copy the vocabulary. Betty_____. She_____.
13. You close the door every day. A student_____. He_____.
14. I erase the blackboard every day. A student_____. He_____.

III. The Negative Form of the Simple Present Tense

A. Repeat these examples after you aide.

We do not have a large house. We don't have a large house.
She does not like the picture. She doesn't like the picture.

S ⟶ AV ⟶ not ⟶ PV (sfv) ⟶ C			S ⟶ AV+n't ⟶ PV (sfv) ⟶ C		
I	do	not speak French.	I	don't	speak French.
You	do	not speak French.	You	don't	speak French.
He She	does	not speak French.	He She	doesn't	speak French.
We	do	not speak French.	We	don't	speak French.
You	do	not speak French.	You	don't	speak French.
They	do	not speak French.	They	don't	speak French.

B. Para formar la negación del presente simple, se usa el verbo auxiliar do y la palabra not delante de la forma sencilla del verbo principal.

C. Las contracciones negativas son don't [dont] y doesn't [dəznt]. El apostrofe indica la omisión de la letra o en la palabra not. Estas contracciones suelen emplearse en la conversacion.

D. (1) Read each sentench. Then read the sentence in the negative. Use the complete negative form first, and then the contraction.

Example: Betty speaks French.
Betty does not speak French.
Betty doesn't speak French.

1. John speaks English very well.
2. He studies the lesson every day.
3. He does the homework every day.
4. He comes to class on time.
5. The students write the exercises.
6. They repeat the sentences in class.
7. They pronounce the new words.
8. They learn the vocabulary.
9. They ask many questions.
10. I understand this exercise.
11. I like those white houses.
12. The Clarks have a large house.
13. The house has eight rooms.
14. The children play in the yard.
15. Mrs Clark goes to the store every day.
16. She knows Mrs. Allen.
17. Betty plays the piano very well.
18. She likes to listen to the radio.
19. Dr. Clark gets up early every day.
20. He reads the newspaper every morning.

(2) Read the question. Then answer the question in the negative and add an affirmative sentence. Use subject pronouns and contractions in your answers.

Example: Do you live in the red house?
No, we don't live in the red house.
We live in the brown house.

1. Do the Scotts live on First Street?
2. Do they live in a new house?
3. Does the house have seven rooms?
4. Does it have four bedrooms?
5. Do you know Dr. Clark?
6. Does Mrs. Clark get up at six o'clock?
7. Does Dr. Clark work at home?
8. Does Betty Clark like to sing.
9. Does John Scott play football?
10. Does George Brown play tennis?
11. Does Mary Allen speak French?
12. Does this classroom have ten windows?
13. Do those boys like to study?
14. Do the students do the homework in class?
15. Do you understand the first exercise?

IV. Frequency Words with the Simple Present Tense (Palabra con el presente simple)

A. Reapeat these examples after your aide.

Do you alsways study the lesson?	Yes, I always study the lesson.
Does John often play tennis?	No, he doesn't often play tennis.
Do they usually get up early?	Yes, they usually get up early.

AV (do) → S → FW → PV (sfv) → C

Do	you	always	study	the lesson?
Do	you	---	study	the lesson every day?
Does	John	often	play	tennis?
Does	John	---	play	tennis every day.
Do	they	usually	get up	early?
Do	they	----	get up	early every day?

S → AV+n't → FW → PV → C

We	---	usually	go	to the library
We	don't	usually	go	to the library
Mary	---	often	plays	the piano
Mary	doesn't	often	play	the piano
They	---	always	read	the newspaper
They	don't	always	read	the newspaper

Nota: FW=Frequency Word (palabra de frecuencia)

B. Muchas veces el presente simple expresa una acción habitual repetida en el presente, así como un hecho general

C. Las palabras como always, usually, often y every day a menudo se usan para indicar la frecuencia con que la acción se repite. Se llaman palabras de frecuencia e indican un tiempo indefinido.

1. Una palabra de frecuencia suele preceder al verbo principal, excepto al verbo be. Examples: Does he always come to class? Yes, he always comes to class. No, he doesn't always come to class. But: He's always in class.

2. Las expresiones de frecuencia de dos palabras, como every day, every morning, y every week, suelen colocarse al final de la oracion. Example: He goes to the office every day.

D. (1) Read the question. (2) Answer in the affirmative and then in the negative. Use a frequency word or expression in each answer. Use subject pronouns and negative contractions.

Example: Do the students learn the vocabulary?
Yes, they always learn the vocabulary.
No, they don't always learn the vocabulary

1. Does the teacher pronounce the new words?
2. Does John repeat the sentences?

3. Does Betty copy the examples?
4. Do the students ask questions?
5. Does Mary come to class on time?
6. Do you do the homework?
7. Do you get up early?
8. Do you visit your uncle?
9. Does Dr. Clark go to the office?
10. Does Mrs. Scott go to the store?
11. Does Mrs. Brown read the newspaper?
12. Do the girls play tennis?

V. Who and the Simple Present Tense

A. Repeat these examples after your aide.

Who often plays football?	John often plays football.
Who always gets up early?	George always gets up early.
Who teaches English?	Mr. Lee teaches English.
Who understands the lesson?	We understand the lesson.
Who answers the questions?	The students answer the questions.

B. Who, cuando se usa como sujeto, exige la tercera persona singular del verbo. La respuesta a la pregunta puede ser singular o plural en la primera, segunda o tercera persona. Si se usa una palabra de frecuencia, está precede al verbo.

C. El orden de las palabras en estas preguntas es el mismo que se usa en las respuestas: sujeto, verbo, complemento.

D. (1) Make questions with who and the simple present tense of each verb. Use a frequency word or expression when possible. (2) Then answer the questions.

Example: speak Who (often) speaks French?
Mrs. Allen (often) speaks French.

1.	play	6.	know	11.	erase	16.	do
2.	listen	7.	come	12.	pronounce	17.	visit
3.	go	8.	get up	13.	ask	18.	study
4.	learn	9.	understand	14.	answer	19.	close
5.	copy	10.	teach	15.	live	20.	have

VI. The Simple Present Tense and the Present Tense with ing

A. Reapeat these examples after your aide.

Does Betty play the piano?	Yes, she plays the piano.
Is she playing the piano now?	No, she isn't playing now.

Do the Browns always eat dinner at six o'clock?
Yes, they always eat dinner at six o'clock.
Are they eating dinner now? Yes, they're eating dinner now.

B. Comparison of the two tenses (Comparacion de los dos tiempos)

1. El presente simple expresa un hecho general o una accion repetida. Indica un tiempo presente, general e indefinido.

2. El presente en ing expresa una acción que se esta realizando en el instante en que la persona habla. Indica una acción especifica en el presente que todavía consumada.

3. Los verbos like, know y understand solo se usan en el presente simple.

C. Read these sentences in the simple present tense or the present tense with ing, as required (segun corresponda).

1. Mrs. Scott (go) to the store every day.
   Mrs. Scott (go) to the store now.

2. Betty (speak) English well.
   She (speak) English.

3. The students usually (copy) the sentences.
   They (copy) the sentences now.

4. Mary (study) the lesson every day.
   She (study) the lesson now.

5. Who (live) on Fifth Street?
   Who (visit) the family now?

6. The Clarks (like to) listen to the radio.
   They (listen to) the radio now.

7. George (play) tennis every week.
   He (play) tennis now.

8. Mrs. Lee (teach) English.
   She (teach) a class now.

9. The teacher always (pronounce) the new words.
   She (pronounce) the new words now.

10. Who often (ask) questions?
    Who (ask) a question now?

Activity 3.

Do the following oral practice with the student and with the records for correct pronunciation.

Haga la practica oral siguiente con el alumno ayudante y con laos discos para la prounciacion correcta

ORAL PRACTICE

A. What color is the house? It's green

What color are the flowers? They're yellow.

What color is the blackboard? It's black.

Is the chalk red? No, it's white.

Are the notebooks brown? No, they're blue.

B. Do you live in the red house?

No, we live in the brown house.

Is it a large house?

No, it isn't a large house. It's a small house.

Is it a new house?

No, it isn't a new house. It's an old house.

Does it have a garden?

Yes, it has a pretty garden.

There are many flowers in the garden.

How many rooms does it have?

It has six rooms: a living room, a dining room, a kitchen, two bedrooms, and a bath.

C. Do you like the yellow house?

No, I don't like the yellow house. I like the brown house.

Do the Allens live on Fifth Street?

No, they don't live on Fifth Street

They live on Sixth Street.

Do John and Betty understand the lesson?

No, they don't understand the lesson. It's very hard.

Does Mary have a sister?

No, she doesn't have a sister, but she has one brother.

Does George play football?

No, he doesn't play football, but he plays tennis

D. Does Mr. Scott go to the office every day?

Yes, he goes to the office every day except Sunday.

Does Mrs. Scott get up early every day?

Yes, she gets up early every day.

Do the children often play in the yard?

Yes, they often play in the yard.

Do the aunts often visit the family?

No, they don't often visit the family.

Do you always come to class on time?

Yes, I always come to class on time.

Does the teacher always pronounce the new words?

Yes, she always pronounces the new words.

Does your sister always study the lesson?

No, she doesn't always study the lesson.

Does your brother usually do the homework?

Yes, he usually does the homework.

Does Mary usually copy the sentences?

Yes, she usually copies the sentences.

E. Who has a pencil? I have a pencil.

Who has the key? Mary has the key.

Who plays tennis? George plays tennis.

Who teaches English? Miss Lee teaches English.

Who knows the answer? I know the answer.

Who lives in the brown house? The Clarks live in the brown house.

Who goes to the office every day?

Mr. Scott goes to the office every day.

Who always studies the lesson?

Betty always studies the lesson.

Who usually does the homework?

John usually does the homework.

Who often asks questions? The students often ask questions.

Activity 4.

Answer these questions about (acc[illegible]de) the picture. Use your own ideas (propias ideas) about colors. Use subject pronouns and contractions when possible.

1. How many windows are there in the room
2. What color are the curtains?
3. How many tables are there in the room?
4. Are they large or small?
5. Where are the lamps?
6. How many pictures are there in the room?
7. What color are the walls?
8. Is there a rug on the floor?
9. What color is the rug?
10. Is there a radio in the room?
11. Where are the flowers?
12. Is there a sofa in the room?
13. What color is it?
14. Is Mrs. Clark sitting on the sofa?
15. What's she doing now?
16. How many chairs are there in the room?
17. Who's sitting in one chair?
18. What's he doing now?
19. Is Betty at the piano?
20. Is she playing the peano now?
21. Where's George sitting?
22. Is he talking to Betty now?
23. Who's reading a book?
24. Who's reading the newspaper?
25. Where's the dog? What's he doing now?

Nota: Puede referirse a un animal por he, she o it.

Activity 5.

Without looking, repeat each sentence after the student aide.

Sin mirar, repita cada oración después del ayudante.

1.	What color is the house?	It's white.
2.	What color are the flowers?	They're blue.
3.	Are those apples green?	No, they're yellow.
4.	Do you live in the brown house?	No, we live in the red house.
5.	How many rooms does it have?	It has seven rooms.
6.	Do you have a garden?	Yes, we have a pretty garden.
7.	Does John live in a large house?	No, he lives in a small house.
8.	Is it a new house?	No, it's an old house.
9.	Who lives on Sixth Street?	Mary lives on Sixth Street.
10.	Who has a dog?	The Clarks have a dog

11. Does the dog usually sleep on the rug?
    Yes, he usually sleeps on the rug.
12. Do the Clarks live on Second Street?
    No, they don't live on Second Street.
13. Does Mrs. Clark often sit on the sofa?
    Yes, she likes to sit on the sofa.
14. Do the children always play in the yard?
    No, they often play in the yard.
15. Who goes to the library every week?
    Mrs. Brown goes to the library every week.
16. Who goes to the hospital every day?
    The nurses go to the hospital every day.
17. Does Mary usually get up early?
    Yes, she usually gets up early.
18. Do you always come to class on time?
    No, I don't aways come to class on time.
19. Does George always do the homework?
    No, he doesn't always do the homework.
20. Does he have any brothers and sisters?
    Yes, he has one brother and three sisters.

Activity 6.

The student aide will ask the following question for you to answer without looking at the paper. Use subject pronouns and contractions in your answers, when possible.

El alumno ayudante hara las preguntas siguientes para que tu las contestes sin mirar el paper. Use sujetos de pronombres y contracciones en sus respuestas.

1. Who lives in that yellow house?
2. What color is your house?
3. How many rooms does it have?
4. What are the names of the rooms?
5. What's in the living room?

6. Who goes to the office every day?
7. Who goes to court every day?
8. Who goes to school every morning?
9. What color is this book?
10. What color are the chairs in this room?
11. Who has a piece of paper?
12. What time is it now?
13. Do you live on Fourth Street?
14. Do you live in a white house?
15. Do you get up early every morning?
16. Do you often visit your aunt?
17. Does Mary have any brothers and sisters?
18. Does she speak English well?
19. Does she always know thellesson?
20. Does she often ask questions?
21. Does George always come to class on time
22. Does he usually sit near the door?
23. Do the students go to the library every day?
24. Do they always do the homework?
25. Do John and George play tennis every week?

Activity 7.

Report to your teacher and show him you can do the exercises and can translate the vocabulary.